

GRADE 1

Implementation GUIDE

PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Hoboken, New Jersey

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Welcome to *ReadyGEN*

A Whole New Level of Ready!

Dear *ReadyGEN* Teacher,

How do you prepare young children for college and careers? You invite them to read, to write, and to explore content. You engage them intellectually and emotionally in authentic texts and compelling ideas. *ReadyGEN* is a new generation of literacy instruction for the next generation of learners in your classroom.

It is a wonderful time to be teaching. Everything we have developed for you to use has, at the heart of it, our hope that you will love what you teach and that your students will love what they learn.

On behalf of the Pearson family, we thank you for the work you do for children and welcome you to the exhilarating era of college and career readiness.

All the best,
The *ReadyGEN* Team



What is *ReadyGEN*?



Get ready, teachers, for *ReadyGEN*! I am so thrilled to be part of this exciting, progressive program designed to capitalize on the reading instruction research and what we know makes reading for understanding so engaging for students. This program provides the structure you need to make teaching reading successful and the flexibility you need to deliver reading instruction that is responsive to your students. I am confident that you will find this new program to be the “just right” fit to enhance what you know about reading instruction and to keep your students motivated to read more.

—Sharon Vaughn, *University of Texas*

ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge.

ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use various fix-up strategies as they become increasingly responsible for their own learning.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this next generation of readers and writers ready to meet the challenge presented by the Common Core.

—P. David Pearson, University of California, Berkeley

ReadyGEN actively engages students in literacy experiences, with authentic, rigorous texts serving as the core of all instruction. Developed to enable students to meet the expectations of the Common Core Standards and to prepare for college and careers, *ReadyGEN* provides the tools teachers need to guide students through an instructional approach that fosters the reciprocity of reading and writing. This critical approach helps students understand the interdependency between reading and writing and use it to become lifelong learners and communicators.

To anchor this approach, *ReadyGEN* has at the heart of its instructional design a link between close reading and the production of writing. The program encourages students to dig deep, think hard, and always cite evidence from the text as proof of their ideas. *ReadyGEN* is designed with rigor and responsiveness to guide all students toward success.

ReadyGEN lessons incorporate a variety of literacies to engage students in unit topics, genres, and the types of writing prescribed by the Common Core Standards. Using *ReadyGEN*'s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing.

How do I use *ReadyGEN*?

ReadyGEN lessons are designed with Dr. P. David Pearson's gradual-release-of-responsibility model, with the goal of building independent readers and writers. As teachers use mentor texts to model reading and writing practices in each module, students work to master standards. *ReadyGEN*'s Performance-Based Assessments assess learning so that teachers can easily adapt instruction to student needs.

ReadyGEN's lessons include focused reading and writing instruction, independent practice, vocabulary instruction, and student-centered features such as Team Talk. With this structure, *ReadyGEN* combines the reading and writing workshop model into one comprehensive literacy workshop. It provides targeted instruction with multiple reads of a variety of coherent texts. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to deeper student understanding and increased student responsibility.

The program provides flexibility in tailoring lessons for various classroom environments. To ensure success, however, it is recommended that you follow these steps as you plan your *ReadyGEN* lessons:

1. Read the Performance-Based Assessment (PBA) for the module.
Reviewing the PBA before instruction begins provides a preview of what is expected throughout the module. All instruction ultimately leads to a successful PBA.
2. Read the module text set, which includes the anchor and supporting texts.
3. Review the Text Complexity Rubrics for all texts in the module. These rubrics are found in the Teacher Resources section at the back of each *Teacher's Guide*. Make note of the focus of each text and any features or content that might present roadblocks for your students.
4. Review the *Scaffolded Strategies Handbook* lessons for the module in tandem with the core *Teacher's Guide*. Decide which Handbook lessons, if any, will be most helpful for your students.

Instructional Routines

Instructional routines are the foundation of the *ReadyGEN* instructional plan. *ReadyGEN* routines provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

The routines are located in the Teacher Resources section at the back of each *Teacher's Guide*. The routines are developmentally appropriate to each grade and build upon the previous grade in a spiral fashion.

- Team Talk—Think/Pair/Share Routine
- Whole Class Discussion Routine
- Small Group Discussion Routine
- Read Aloud Routine
- Shared Reading/Read Together Routine
- Independent Reading Routine
- Text Club Routine
- Benchmark Vocabulary Routine: Informational
- Benchmark Vocabulary Routine: Literary
- Reading Wrap-Up Routine
- Writing Wrap-Up Routine

ReadyGEN Tip

The program is designed with rigor and responsiveness to guide all students toward success. There is flexibility in tailoring *ReadyGEN* lessons for different classroom environments; however, it is recommended that teachers use the program routines and instructional processes to serve lesson objectives.

Generative Vocabulary



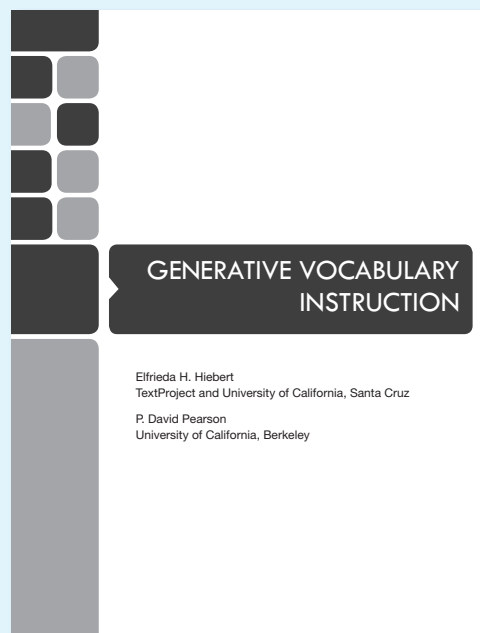
Generative vocabulary instruction aims to make visible to students critical features and functions of words and connections among words. This knowledge is intended to support students in generating meanings of unknown words in texts.

—Elfrieda Hiebert, *TextProject* and
University of California, Santa Cruz

A hallmark of *ReadyGEN* is the generative vocabulary instruction that helps students learn about words—how words work and how they’re connected. Students learn to “generate” new words to unlock complex text. *ReadyGEN* employs a system for understanding how words work in complex texts and for determining which words within a text most enable meaning-making for students.

The overarching goal of the vocabulary strand is to foster understanding of a single text and to ultimately carry that word knowledge across text types within the unit and beyond. The words chosen in each lesson are essential to comprehending text and, in fact, become the access points for students in need of scaffolding.

Dr. Elfrieda Hiebert and Dr. P. David Pearson have written a white paper on generative vocabulary. You can log in to PearsonRealize.com and download the document *Generative Vocabulary Instruction*.



BENCHMARK VOCABULARY These words are important for understanding concepts within a text. This vocabulary is addressed during Focused Reading Instruction and can be defined as

- words needed to comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of a text.

BY-THE-WAY WORDS These are sophisticated or unusual words for known concepts that can be stumbling blocks to comprehending a text. The words should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These words are addressed during Close Reading and can be defined as

- words requiring a quick explanation in order for text to be understood.
- words supported by the text for meaning.
- words that are more concrete.

GENERATIVE VOCABULARY IN SPEAKING AND WRITING

Students should demonstrate a deep understanding of the generative vocabulary process by using Benchmark Vocabulary in conversations, in their writing, and in the Performance-Based Assessments.

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Planet Earth*, p. 4, with the word *rocket*.

TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR30–TR35, teach the meaning of *rocket*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *rocket*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

ReadyGEN Teacher's Guide

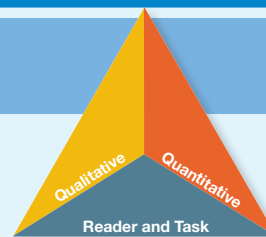
- **BY-THE-WAY WORDS** On page 4, the text says that Earth looks "like a huge, bright disk colored blue and white." What clues in the book help you understand what a disk is? (The illustration shows Earth looking like a circle colored blue and white, so a disk must be a flat, round object.)
- **BY-THE-WAY WORDS** On page 5, how does the author help readers understand what a planet is? (He provides a definition to answer the question of what a planet is: "a huge ball of rock or gas that moves around the Sun.") Which planet in particular does the author talk about in this book? (Earth)

ReadyGEN Teacher's Guide

Becoming Researchers				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
play	pretend	actor, host	Topic	
pretender	play	harsh	Topic	
vibrations	vibrate	shaking, movement	Topic	
evaporation	evaporate, vapor	disappearance, transformation	Topic	
interaction	act, action, interact	exchange	Topic	
boundaries	bound	borders, edge, perimeter	Topic	
examine	examination	inspects, looks	Big Idea	
examined	examination	unearthed	Topic	
dramatic	drama, dramatically	actant	Topic	
discrete	discrete	unit	Topic	
steadily	steadily	continually, security	Topic	
striking (adj)	striking	beautiful, noticeable, surprising, remarkable	Topic	
retreat	retreat	haven, refuge, sanctuary	Topic	
cracks	crack, opening		Topic	
obstacle			Topic	
expedition	expedite		Big Idea	
extending	extended	extending	Topic	
rolls	roll	rehears	Topic	
comparative	compare	examining, studying	Big Idea	
pristine		pristine, pristine	Topic	

ReadyGEN Teacher's Guide

UNIT 1 • MODULE A				
Becoming Researchers				
Vocabulary to Unlock Text				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
aggressive	aggression, aggressive	physical, combat	Topic	
documented	document	recorded, observed	Topic	
adapted		adjusted, acclimated, transformed	Topic	
integral		important, critical, necessary	Topic	
SUPPORTING TEXT: <i>The Boy Who Drow Alikes</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
migrate	migration, migrant	travel	Topic	
inhabited	inhabitation	sleep, rest	Topic	
transformed	transformation, transformative	change	Topic	
rehabilitated	rehabilitation	restored, renewed	Big Idea	
initiate	initiation	copy, mimic	Topic	
complex	complexity	difficult, complicated	Topic	
theory	theoretical	idea, concept	Big Idea	
SUPPORTING TEXT: <i>"Froggie Frog"</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
interviewed	interview	researched, studied	Topic	
extinction	extinct	depletion	Big Idea	
juvenile	young, adolescent		Topic	
surge	surge	increase	Topic	
attitudes	attitude	heights	Topic	
native	nativity	domestic	Topic	
vulnerable	vulnerability	fragile	Big Idea	
exposed	exposure	vulnerable, uncovered	Topic	



Text Complexity

In order to become college- and career-ready, students need to read increasingly complex texts as they progress through Grades K–12, and they need strategies that will help them comprehend these texts.

The Common Core Standards suggest a three-part model to gauge the difficulty of a particular text. Each part of the model is of equal importance. As outlined in Appendix A of the Common Core Standards, the three parts are:

QUANTITATIVE MEASURES

The quantitative dimensions of a text include the readability score, such as the Lexile, Dale-Chall, or Flesch-Kincaid score, as well as other scores of text complexity, such as word count, word and sentence length, or word frequency. These measures are typically calculated by computer software.

QUALITATIVE MEASURES

Factors that influence the qualitative complexity of a text include levels of meaning (literary text) or purpose (informational text), text structure, language conventionality and clarity, and knowledge demands. These measures are best determined by an attentive human reader.

READER AND TASK CONSIDERATIONS

When determining the appropriateness of a text for individual students, it is important to consider the variables specific to a reader (motivation, knowledge, experiences) and to a task (purpose and difficulty of the task or of the questions posed). These judgments are best made by teachers using their professional experience and knowledge of their students.

Text Complexity Rubrics are provided in the Teacher Resources section to help familiarize teachers with the complexity of each text in a module. The rubrics provide a snapshot of the complexity of the anchor and supporting texts, using both quantitative and qualitative measures. The Reader and Task Suggestions in each rubric provide tips for preparing students to read the text, but you should make your own assessments based on your students.

Assessments

ReadyGEN provides a variety of assessment opportunities to gauge student progress toward mastery of reading and writing skills and standards.

BASELINE ASSESSMENT This test is designed to determine students' instructional needs at the outset of the year and establish a "starting point" for each student. The results will help identify individuals who are at grade level, those who need support, and those who might benefit from more challenge.

FORMATIVE ASSESSMENTS Ongoing formative assessments are integrated within every module of *ReadyGEN*. These include **Monitor Progress If . . . then** suggestions throughout the *Teacher's Guide* for observing and assessing students' progress; Formative Assessment suggestions in many writing lessons; student work in the *Reader's and Writer's Journal*; and **If . . . then** suggestions for monitoring progress in the *Scaffolded Strategies Handbook*.

PERFORMANCE-BASED ASSESSMENTS Each module of *ReadyGEN* concludes with a Performance-Based Assessment (PBA). These tasks allow students to apply the skills they learned to their writing. The PBA process helps teachers measure students' mastery of the standards. The *Teacher's Guide* features a four-point writing rubric to evaluate students' PBAs and a Reflect and Respond page that includes suggestions for writers struggling with the PBA task.

END-OF-UNIT ASSESSMENTS These assessments consist of reading passages, selected-response questions, and writing prompts. Students read or listen to the passages and answer comprehension and vocabulary questions, referring to the texts as needed. The passages are either literary or informational and become increasingly complex over the course of the year. The prompts require students to write pieces of varying lengths in all writing types.

ASSESSMENT BOOK The grade-specific *Assessment Book: Teacher's Manual* provides an overview of the *ReadyGEN* assessment component; offers tips for assessing English language learners; provides fluency and running-record information and passages; and includes test administration information, answer keys, and rubrics for the Baseline and End-of-Unit Assessments. Student tests are found in the *Assessment Student Book*.

Reading Instruction

Using carefully organized text sets and a routines-based instructional path, *ReadyGEN* is designed to accelerate delivery of the Common Core instructional shifts in elementary English language arts classrooms.

Each *ReadyGEN* text set consists of an anchor text and supporting texts. Each text was thoughtfully selected to provide key insights into the core Enduring Understandings of the unit topic. The text sets are the center of instruction and include multiple genres, worthy of close reading and rereading.

Read the Text

The goal of the first read of the anchor or supporting text is to introduce the text and allow students an opportunity to explore and make initial findings about it. Students focus on the Enduring Understandings and the Essential Questions as they preview the text. Then students and teacher read together, or students read independently.

ReadyGEN Tip

If you read aloud a section of the text or the entire text, you can employ the gradual-release model; that is, you need not be the only one reading every day. Depending on student ability, you might invite individual students to read aloud to the group or have small groups do a choral reading.

After reading, students reflect on the gist of the selection and their general understanding of it. During the second read, or Close Reading, students revisit the selection to answer text-dependent questions using close-reading strategies. This is not a time to reread every page read during the first read. Rather, students go back to discuss and reread only portions of the selection to answer text-dependent questions, always citing evidence from the text.

Focused Reading Instruction

The goal of the Focused Reading Instruction is to allow students to dig deeper into focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge. The following lesson parts make up Focused Reading Instruction:

VOCABULARY DEVELOPMENT Students learn, discuss, and use the rich generative vocabulary that is integral to unlocking the text.

TEXT-BASED CONVERSATION and **TEAM TALK** Students work collaboratively in whole group or small groups to discuss the text. Then, with a partner, they state and support an opinion about what they have read.

READING ANALYSIS and **LANGUAGE ANALYSIS** During Reading Analysis, students learn and use the comprehension skills and strategies they need to understand the text. Additional literary elements, such as author's purpose and genre, are also included in these discussions. During Language Analysis, students learn about author's craft, or "how the text works." Through close reading of a text, students explore elements such as figurative language, sentence structure, dialogue, and word choice.

WRITING IN RESPONSE TO READING Students write in response to a prompt about what they have read. They are required to cite evidence from the text in their writing.

ACCOUNTABLE INDEPENDENT READING Students have an opportunity to extend and apply what they have learned to a "just right" text of their choice.

READING WRAP-UP Students reflect on the reading they have done and share the work they have accomplished throughout the lesson.

READING OBJECTIVES

Identify how words connect meaning in an informational text.

Correctly use *Planet Earth* when the text is used.

Use text features to locate information.

Build an author's talk conversation.

BENCHMARK VOCABULARY

✓ *robot*, p. 4

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCTION Print and read about the sentence from *Planet Earth*, p. 4, with the word *robot*.

TEACH Using the Benchmark Vocabulary Routine for Informational Text on pp. TR52–TR53, teach the meaning of *robot*. Then use the information on pp. TR52–TR53 as a guide to expand children's vocabulary through discussion of the words that are connected to *robot*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 212 in the Reader's and Writer's Journal. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Use the Whole Class Discussion Routine on pp. TR6–TR7. Review the information found on the Contents page and the Index. Think about these text features. These text features help me find information quickly. The Contents page lists headings for the sections and the page number where each section begins. The Index lists the most important subjects covered in the book. Each subject is followed by page numbers where this subject is mentioned.

As a whole class, discuss when to use the Contents page to locate information and when to use the Index instead. Evaluate how helpful each is in helping the reader find specific information quickly. As children participate in collaborative conversations, have them build on others' talk in conversations by linking their comments to the remarks of others.

Team Talk

STATE AND SUPPORT AN OPINION Use the Think-Pair-Share Routine on pp. TR2–TR3. Ask children to review the Contents page and the Index and answer this question: *Why do you think the author included both a Contents page and an Index?* (Possible response: The Contents page tells the reader the big ideas that will be covered but the Index shows where facts about specific subjects can be found.)

Language Analysis

TEXT FEATURES AND STRUCTURE Explain that the author of a question-and-answer book uses text features and a structure that helps readers understand what questions are being asked and how they can be answered.

CITE TEXT EVIDENCE Reread the title, Contents page, and Index. Note that the title, *Planet Earth*, is the text's main topic. Use the following prompts to guide discussion about the book's text features.

- What is the relationship between the Contents page and the book's main topic? (The headings on the Contents page tell subtopics.)
- What is the relationship between the Index and the book's main topic? (The Index lists specific details that relate to the main topic.)

Turn to pp. 4–5. Focus on the text's structure.

- What format does the author use to ask questions? (A numbered list.)
- What format does the author use to give answers? (A numbered list of answers are given under the flag.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES AND STRUCTURE Have children turn to another spread of the book. Then, on p. 213 in the Reader's and Writer's Journal, have them explain how the text features and structure help them locate information.

WRITING IN RESPONSE TO READING Have children turn to p. 217 in the Reader's and Writer's Journal to review this prompt: *On the question-and-answer flag in the book, help you learn? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the Independent Reading Routine on pp. TR52–TR53.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the Reading Wrap-Up Routine on pp. TR42–TR43.

UNIT 4 • MODULE B

WHOLE GROUP

INDEPENDENT

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See Routines on pp. TR2–TR43

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Writing Instruction



In the digital world of the 21st century, strong writing skills are critical to effective communication, and Pearson's *ReadyGEN* makes it possible for all students to become champion writers. This program provides solid writing instruction and abundant practice in three important text types: narrative, informative/explanatory, and opinion, as well as the many subgenres these text types include. Beginning in kindergarten, *ReadyGEN* gives students the opportunity to explore texts in depth and then write about what they have read. In doing so, they develop as critical readers, writers, and thinkers. The writing program in *ReadyGEN* provides instruction in key process skills that will transform students into lifelong writers. Right from the start, *ReadyGEN* is a valued partner in helping all students master language and express ideas in powerful ways.

—Pam Allyn, Executive Director and Founder, LitLife and LitWorld

The *ReadyGEN* instructional model uses reading to gain knowledge. Writing, then, is the tool for enhancing reading comprehension and learning from text. *ReadyGEN* provides opportunities and guidance for students to talk about and then write about what they have read and learned.

Writing Lessons

Each **Writing** lesson in a module focuses on one writing type as specified in the Common Core Standards—narrative, informative/explanatory, or opinion—all in service of the **Performance-Based Assessment** that students will be assigned at the end of the module.

Explicit instruction guides students through the writing process. Instruction begins by linking reading and writing. Students analyze good writing models from the anchor and supporting texts they are reading. Together, students examine and explore writers' styles and techniques.

Each writing lesson also focuses on one or more grammar, usage, and mechanics conventions. Students discuss how authors used these conventions in the anchor and supporting texts, and they apply these conventions in their own writing. Then students practice the acquired skills in their *Reader's and Writer's Journal*.

During **Independent Writing Practice**, students have another opportunity to apply the writing skills and conventions they've discussed and learned. This practice prepares them for the Performance-Based Assessment at the end of the module. Opportunities for a digital delivery of student-produced writing are suggested.

All writing lessons end with a **Writing Wrap-Up**, during which students share their work using the Writing Wrap-Up Routine.

Performance-Based Assessment
Grade 2 • Unit 4 • Module B
PERFORMANCE-BASED ASSESSMENT UNIT 4 • MODULE B

TASK

In the News

Planet Earth is in a constant state of change. You will use information you have learned from *Planet Earth and Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. You can do additional research as needed to report on your chosen natural event.

Remember to

- introduce your topic.
- use facts and definitions to develop points.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative article is fully developed and includes numerous key details.	Topic is fully introduced and developed and includes a developed concluding statement or section.	Informative article includes several details, facts, and definitions, and answers all 5 W questions.	Several adjectives and adverbs are used to describe the event.	Informative article uses correct grammar, usage, capitalization, and spelling.
3	Informative article is developed and includes key details.	Topic is introduced and developed and includes a concluding statement or section.	Informative article includes some details, facts, and definitions, and answers 4-5 W questions.	Some adjectives and adverbs are used to describe the event.	Informative article uses mostly correct grammar, usage, capitalization, and spelling.
2	Informative article is developed but includes few key details.	Topic is introduced but only somewhat developed and includes	Informative article includes few details, facts, and definitions, and answers 3-4 W	Few adjectives and adverbs are used to describe the event.	Informative article includes some errors in grammar, usage, capitalization, and spelling.

Writing

Informative/Explanatory Writing

WRITING OBJECTIVES
Understand how facts and details from a text show how the text is related to the unit title. **G-2-1**
Identify adjectives.

TEACH Explain that readers gain a deeper appreciation of this text by thinking about how it relates to the title of the unit: Facing Challenges and Change.

Talk about how this informational science book relates to the unit's title. For example, in telling about earthquakes and volcanoes, the author talks about changes that occur because of these disasters. The writer explains how the text relates to facing challenges and change by using facts, examples, and details from the text.

During reading, readers can look for facts and details that relate to the unit title. Have them keep these questions in mind as they read:

- What is the title of the unit?
- What parts of this text remind me of the title of this unit?
- What facts, examples, or descriptive details relate to the unit title?
- How do I understand the unit title better or differently after reading this text?

Use the Scaffolded Strategies Handbook to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children examine how a reader uses facts, examples, and details from the text to write about how the text relates to the title of the unit. Display a sample of what a reader might write about *Planet Earth*:

After reading about earthquakes in *Planet Earth*, I understand that one challenge people face is how to build buildings that won't collapse during an earthquake.

The writer links the unit title to *Planet Earth* by identifying one challenge that people living on Earth face.

Display another example of a reader's writing about the title of the unit.

As *Planet Earth* says, we cannot stop earthquakes from happening, but we can prepare for this challenge by building stronger buildings.

The writer uses text evidence to connect the text to the unit title: Facing Challenges and Change.

Explain to children that when they are writing about how a text might relate to the title of the unit, they should cite evidence from the text to support their thoughts.

CONVENTIONS: Adjectives
TEACH AND MODEL Remind children that adjectives modify or describe nouns. They tell which one, what kind, or how many. Vivid descriptive adjectives help the reader better picture the things described in the text.

If you flew to the Moon in a rocket, you would see Earth in the sky, like a huge, bright disk colored blue and white.

The adjective huge tells the size of the disk. The adjectives bright gives more information about what the disk looks like.

PRACTICE Pair children. Have partners search p. 5 of *Planet Earth* to locate other examples of adjectives. For additional practice in identifying adjectives, have children turn to p. 215 of the *Reader's and Writer's Journal*.

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Scaffolding



Students are expected to have many ongoing opportunities to use text to integrate knowledge and ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. Adjusting your instruction to ensure that text is used as a primary resource for students to meet these understandings will take you a long way toward implementing the Common Core Standards.

—Sharon Vaughn, University of Texas

ReadyGEN provides a variety of scaffolding strategies you can employ to ensure instructional equity and access to rigorous text for all students.

Scaffolded Instruction notes appear throughout the lessons. These notes address stumbling blocks that might deter English language learners or struggling readers and writers. They allow for on-the-spot opportunities to use proven mediations right when you need them.

Scaffolded Instruction for Small Group

The **Strategic Support** instruction is targeted toward students who need additional scaffolding for the instructional focus of each lesson. Using the **Monitor Progress If . . . then** suggestions will guide you in determining the level of support students need during small group lessons. The teacher-led small groups in *ReadyGEN* are flexible and responsive to the needs of individual students. The groups will vary from lesson to lesson. Gather your small groups based on which students would benefit from additional scaffolding or extensions in a particular area. While you are working with small groups, other students will read independently, complete independent work, or work at a small group center or in collaborative groups.

The **Extensions** are activities intended for students who understand the lesson focus and would benefit from opportunities to extend the lesson and enhance learning.

Sleuth is a collection of short, high-interest selections that students use to sharpen their close-reading skills as they work through the Sleuth Steps:

- Look for Clues
- Ask Questions
- Make Your Case
- Prove It!

Three to four times in each unit, the Scaffolded Instruction for Small Group lessons use *Sleuth* to reteach, practice, and refine close-reading skills and strategies.

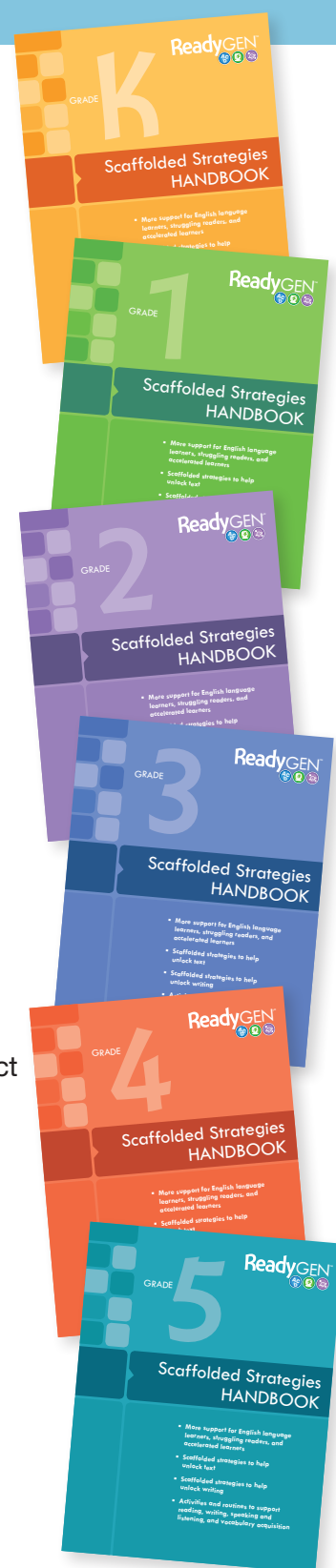
Scaffolded Strategies Handbook

The *Scaffolded Strategies Handbook* works in tandem with the *ReadyGEN Teacher's Guide* as students read and write about the anchor and supporting texts. The *Scaffolded Strategies Handbook* provides additional support strategies for you to use during small groups with those students who need extra scaffolding. The Handbook is divided into three parts.

PART 1: UNLOCK THE TEXT provides scaffolded lessons to help struggling readers unlock the anchor and supporting texts. Each lesson is divided into three sections: Prepare to Read, which activates background knowledge and introduces troublesome vocabulary; Interact with Text, which fosters close reading; and Express and Extend, which allows students to react to the text through discussion and writing.

PART 2: UNLOCK THE WRITING includes Unlock the Task lessons that scaffold the end-of-module Performance-Based Assessments into smaller, more accessible steps to use with English language learners and struggling writers. In addition, there are grade-appropriate guidelines for teaching each of the writing types required by the Common Core Standards: narrative, informative/explanatory, and opinion.

PART 3: ROUTINES AND ACTIVITIES is a collection of routines, reproducible graphic organizers, and games and activities to augment the English language arts classroom and address the Common Core Standards.



Foundational Skills

Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides an optional *Phonics Kit* for Grades K–3 and an optional *Word Analysis Kit* for Grades 4–5 for you to use along in conjunction with the *ReadyGEN* program for an additional 20–30 minutes of instruction.

The *ReadyGEN* scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.

ReadyGEN teaches phonics explicitly and systematically. Letter-sound relationships are taught in a systematic sequence, both in isolation and in the context of words and sentences. Students learn to blend and segment phonemes to hone their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills.

The *ReadyGEN* word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year.

KIT COMPONENTS

- Teacher's Guide (K–5)
- Picture Cards (K–3)
- Alphabet Cards (K–3)
- High-Frequency Word Cards (K–3)
- Vocabulary Cards (4–5)
- Kindergarten Readers (K)
- Decodable Readers (K–3)
- Practice Readers (4–5)
- Phonics Activity Mats (K–3)
- Letter Tiles (K–5)
- Sound-Spelling Cards (1–3)
- Phonics Songs and Rhymes Flip Chart (K)
- Audio CD (K)



Pacing

How do I pace my *ReadyGEN* day?

The time you spend on each lesson will vary from day to day based on the text, your students, and the amount of scaffolding and support necessary to deliver the instruction appropriately. You may need to adjust times accordingly. Use your professional judgment as you plan the instruction for each module. Here is a sample schedule.

WHOLE GROUP Reading 30–40 min	First Read: Explore the Text Second Read: Close Reading Focused Reading Instruction	10–15 minutes 10 minutes 10–15 minutes
SMALL GROUP Scaffolding 30–40 min	Strategic Support Extensions	Goal: Meet with up to 3 groups per day for 10–15 minutes each.
WHOLE GROUP Writing 30–40 min	Writing Type Independent Writing Writing Wrap-Up	15–20 minutes 10–15 minutes 5 minutes

What are my students doing while I work with small groups?

Students will work at their own pace. They might

- revisit the texts.
- complete independent practice work in their *Reader's and Writer's Journal*.
- work in the small group centers.
- engage in accountable independent reading.

Timesaving Tips

- Set a one- to two-minute time limit for Team Talk activities during Focused Reading Instruction.
- During the second read have students reread only those pages that will support them in answering the text-dependent questions.
- During the oral reading fluency check in small groups, limit the reading to a paragraph or two rather than an entire page.

What is the research
behind *ReadyGEN*?

ReadyGEN is a core comprehensive literacy curriculum of deliberately organized text sets and routines-based instruction. Pearson has developed **ReadyGEN** to equip all schools with the tools and practices necessary to meet the new expectations of the Common Core Standards.

At Grade 1, **ReadyGEN** has six units of study. Each unit provides a theme-based concept that connects the texts and tasks across the genres and content areas in the unit.

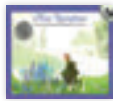
UNIT 4

Planting for the Future



MODULE A	Common Core Lesson Launch	1–11
	Lessons 1–13	12–141
	Performance-Based Assessment (Narrative)	142–149

TEXT SET



ANCHOR TEXT
Miss Rumphius



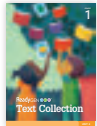
SUPPORTING TEXT
The Family Tree



SLEUTH
"A Mentor for James"
"Let's Build a Park!"

MODULE B	Common Core Lesson Launch	150–161
	Lessons 1–12	162–281
	Performance-Based Assessment (Informative).....	282–289

TEXT SET



ANCHOR TEXT
The Life Cycle of an Apple Tree



SUPPORTING TEXT
How a Seed Grows



SLEUTH
"The Best Neighbor Ever"

UNIT 4	Common Core Teacher Resources	
	Routines	TR2–TR49
	Graphic Organizers	TR50–TR64
	Text Complexity Rubrics	TR66–TR72
	Leveled Text Instructional Plans.....	TR75–TR84

A unit is divided into two modules. Each module is built around a text set, which consists of an anchor text, a supporting text, and *Sleuth*. Some selections are stand-alone trade books, other selections are contained in the *Text Collection*, and text for additional close reading is found in *Sleuth*.

"Reading widely is a habit that students must develop, but they also need instruction in reading increasingly complex texts so their reading diet is more balanced. We suggest that more difficult texts with scaffolded instruction should become part of the classroom equation."

Douglas Fisher and Nancy Frey, *Text Complexity: Raising Rigor in Reading*, 2012

UNIT 4

Assessment

There is strong alignment between **ReadyGEN** and the Common Core Standards in the program's various forms of assessments. In addition to daily opportunities for teachers to gauge student learning within lessons, the formative assessments provide benchmarks for teachers to assess student progress and to make instructional adjustments along the pathway toward the Performance-Based Assessments.

ReadyGEN provides various assessment opportunities for you to use with your children to gauge their progress toward mastery of the Common Core State Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If . . . students struggle to make a real-life connection between words and their use.
Then . . . use the Language Analysis support below.
If . . . students need extra support to understand the text,
Then . . . use the Close Reading support below.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Have students organize the reasons and details for their opinion essay on p. 180 in their Reader's and Writer's Journal. Students should continue building the topic that they began in Lesson 4. Remind students that they are writing about how relationships between people in different generations can have an impact in a person's life. They should choose one opinion statement and reasons from Lessons 5 and 6. Have students:
1. Make an outline including their opinion statement, three reasons, and supporting details for each reason.
2. Use their outline to write an opinion essay about the writing prompt.

FORMATIVE WRITING ASSESSMENTS

Each child's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.

"In Common Core, our formative assessments provide fresh, detailed information to guide our teaching on a day-to-day basis. These formative assessments contribute, over time, to students' progress in reading, and towards their achievement on high-stakes summative assessments. Our careful reading assessment gives us the information we need to make each lesson meaningful for every student."

Peter Afflerbach, *Understanding and Using Reading Assessment*, K-12



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

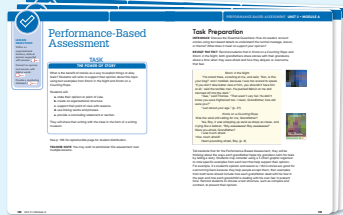
Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

UNIT 4 • MODULE A Continue the Story

TASK: Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt. Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs.

UNIT 4 • MODULE B Steps in a Sequence

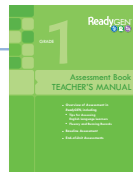
TASK: Children will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to create their own book that includes at least three steps that show how a seed grows. Children will introduce a topic, write the steps from seed to plant, supply some facts about the topic, use temporal words to demonstrate the sequence, and draw detailed pictures and diagrams.



The Performance-Based Writing Assessment measures students' mastery of the three types of writing genres required in the Common Core Standards for Writing: informative/explanatory, opinion, and narrative.

END-OF-UNIT ASSESSMENT

The **End-of-Unit Assessment** is found in the **ReadyGEN Assessment Book**. Use the assessments to give you additional information on children's progress and inform your instruction.



The End of Unit Assessment is a summative evaluation that prepares students for success on the new assessments designed to measure students' mastery of the Common Core Standards.

"In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to "real world" situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students."

Van Wagenen, Lewbet, Waterbury-Wyatt, Shaw, Pelietier, and Hibbard,
Teacher's Guide to Performance-Based Learning and Assessment

ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target standards selected for each module. Each unit focuses on questions and tasks that lead to an important understanding about how people interact with one another and the natural world. As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and provide insight into the world.

UNIT 4 • MODULE A

Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Generations

Enduring Understandings

- **Readers** understand who is telling a story and how that shapes the story.
- **Writers** understand that narratives contain characters and sequenced events.
- **Learners** will explore content to understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

- How do **readers** identify who is telling a story?
- How do **writers** create narratives with sequenced events and a sense of closure?

MODULE GOALS

- Readers** will identify who is telling a story.
- Writers** will compose a narrative with details and a sequence of events.
- EXPLORE CONTENT** **Learners** will explore content to understand how traditions and lessons are passed on from generation to generation.

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and **McTighe**, *Understanding by Design*

Text Set

ANCHOR TEXT



Miss Rumphius
Lexile 680L
Literary Text

SUPPORTING TEXT



The Family Tree
Lexile AD480L
Literary Text

SLEUTH



"A Mentor for James"
"Let's Build a Park!"



PERFORMANCE-BASED WRITING ASSESSMENT

TASK: CONTINUE THE STORY

Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt. Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs.

TARGET STANDARD



Common Core State Standard W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

1

The backward mapping of a **ReadyGEN** unit begins by identifying the target standard(s) for each module and developing a Performance-Based Writing Assessment to measure student mastery of the standard(s). Carefully chosen content-rich selections support text-based instruction that enables students to address the module goals. Using the texts as a springboard, students examine the elements of a genre and apply those elements as they complete the Performance-Based Writing Assessment.

"In **ReadyGEN** we think of reading and writing as two sides of the same literacy coin. We use reading to inform writing from the outset; the knowledge students gain from reading is the grist for their writing. And we use writing as a tool for enhancing their reading comprehension and learning from text; the more students write about what they have read, the better they learn and remember key ideas in the texts they read."

P. David Pearson, 2013

Vocabulary to Unlock Text

Generative vocabulary instruction makes visible to students critical features and functions of words as well as connections among words. This knowledge, then, supports students in generating meanings of unknown words in texts.

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach **generative vocabulary** as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

“A critical group of words can be taught, but both the choice of words and the nature of instruction need to be generative, if students are to be prepared to unlock the meanings of the many rare words they will encounter in complex texts. **Generative** refers to the ability to apply knowledge of how words work when encountering new words.”

Elfrieda H. Hiebert and P. David Pearson, *Generative Vocabulary Instruction*

Planting for the Future

ANCHOR TEXT *Miss Rumphius*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
great-aunt		great-grandmother, uncle	Character
stories	history	tales, yarns, narratives	Plot
sea		water, ocean	Setting
faraway		distant	Setting
beautiful	beauty	lovely, gorgeous, delightful, appealing	Big Ideas
deserts		dry, desolate, wilderness	Setting
foolish	fool, foolishly, foolishness	careless, silly, simple, unwise	Plot
planted	implant, transplant	seeded, sowed	Actions or Movement
seeds	seeded, seedless	grains, origins	Plot
bloomed		flowered, blossomed	Actions or Movement
curious	curiosity	inquisitive, nosy	Character
invites	invitation	asks, bids, beckons	Actions or Movement
etched		brought, obtained, got	Actions or Movement
hillsides		mountains	Plot
difficult	difficulty	hard, tough, challenging, puzzling	Big Ideas
wintry	winter	cold, snowy	Setting

3

By teaching words in clusters of ideas rather than in isolation, students learn many more words; one word carries with it all of its relatives. Knowledge of morphological links helps make students aware that words share a common root. Recognizing semantic links expands students' vocabulary as they learn synonyms or related concepts for words. Narrative and informational links help students understand the roles that words play in a particular story or article.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Pronounce the word and have children repeat it. Read aloud the

Tips and Tools

Context Clues

Print out to children that by reading on, the

TEACHER RESOURCES • COMMON CORE ROUTINE



Benchmark Vocabulary Routine: Literary

COMMON CORE CONNECTIONS

RL.1.4; L.1.4, L.1.5, L.1.6

Rationale

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Children need to recognize not only the features and functions of words, but they also need to begin making connections among words. This generative approach to vocabulary instruction will enable them to unlock the meanings of unknown words as they are presented with increasingly complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. However, these words are often new labels for known concepts. For example, in Eric Carle's *A House for Hermit Crab*, Carle writes, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is not likely a word first-grade children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words.

Tips and Tools

TERMS TO KNOW

affix An affix is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An inflectional ending expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

multiple-meaning word A multiple-meaning word has more than one definition depending upon how it is used in a sentence. *Fan*, *bat*, and *line* are examples of multiple-meaning words.

root word A root word is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *actor*, and *react*.

Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

“Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*



meaning of an unfamiliar word
they uses this technique to define
just in time, for now they were
ers started to drop out, and they
ones grew in."

The Benchmark Vocabulary Routines for Literary and Informational Texts found in the back of each Teacher's Guide are key to vocabulary instruction. The Vocabulary Routines provide a structured approach to help students acquire strategies to apply during independent reading. Graphic organizers, also in the back of the Teacher's Guide, help students visualize relationships between and among words and concepts.



Benchmark Vocabulary Routine: Literary

THE ROUTINE

- 1 Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example: *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a children's dictionary for the definition of the word. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example: *Snug is a describing word. We call it an adjective.*
- 3 Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example: *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight."* The use of *snug* in the first sentence fits the first definition: "He had felt safe and snug in his shell." The use of *snug* in the second sentence ("But now it was too snug.") fits the second definition. Now the word *snug* means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.
- 4 Use the word in other ways, for example: *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example: *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5 Help children list synonyms for the word. Then compare and contrast the word with those synonyms. *How is tight different from snug? How is comfortable different from snug?*
- 6 Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.
- 7 As their word knowledge expands, guide children to carefully consider word choice and nuances in word meaning as they incorporate new vocabulary when writing in response to literary text.

Going Deeper

You may choose to do these additional activities with children once they are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Create word webs and post them around the room for children to reference when they write. Add synonyms of the word, such as *comfortable* and *tight* for *snug*, or add morphological family members of the word, such as *fright* and *frighten* for *frightening*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Benchmark Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

TERMS TO KNOW

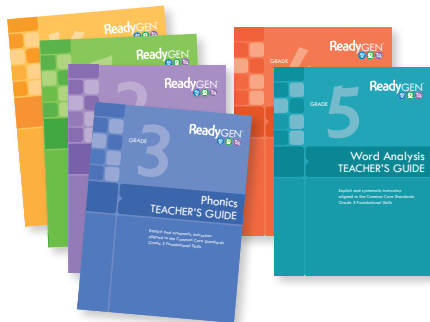
synonym A synonym is a word that has almost the same meaning as another word.

morpheme A morpheme is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family rather than a word in isolation prepares children to make connections between words and determine word meaning.

UNIT 4 • MODULE A Planner

ReadyGEN provides a suggested time span for daily lessons, with the understanding that instructional focus will vary from grade to grade. Teachers will want to adjust the time spent on each segment to meet the needs of all students in their classrooms.

In addition to the Lesson Plan, time allotted for instruction in foundational skills is necessary for reading success. Pearson's *ReadyGEN Phonics Kits (K–3)* and *Word Analysis Kits (4–5)* provide explicit and systematic instruction of all grade-level foundational skills.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 12–21

READ Trade Book pp. 4–11
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers use details and pictures to tell what kind of girl Alice is.

LESSON 2

Teacher's Guide, pp. 22–31

READ Trade Book pp. 9–19
Miss Rumphius

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers use dialogue, details, and pictures to show relationships between characters.

LESSON 6

Teacher's Guide, pp. 62–71

READ Trade Book pp. 9–18
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers use temporal words to signal event order.

LESSON 7

Teacher's Guide, pp. 72–81

READ Trade Book entire book
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers express opinions.

LESSON 11

Teacher's Guide, pp. 112–121

READ Text Collection pp. 4–41
The Family Tree

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers respond to questions and suggestions from peers to strengthen writing.

LESSON 12

Teacher's Guide, pp. 122–131

COMPARE
• *Miss Rumphius*
• *The Family Tree*

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers give reasons for their opinions.

Planting for the Future

LESSON 3

Teacher's Guide, pp. 32–41

READ Trade Book pp. 9–19
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers know that a narrative has characters, a setting, and events in a plot.

LESSON 4

Teacher's Guide, pp. 42–51

READ Trade Book pp. 18–27
Miss Rumphius

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers tell about events using words and pictures.

LESSON 5

Teacher's Guide, pp. 52–61

READ Trade Book pp. 28–31
Miss Rumphius

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers use details in words and pictures to develop events.

LESSON 8

Teacher's Guide, pp. 82–91

READ Text Collection pp. 4–41
The Family Tree

READING FOCUS Readers understand who is telling a story and how that shapes the story.

WRITING FOCUS Writers recount several sequenced events.

LESSON 9

Teacher's Guide, pp. 92–101

READ Text Collection pp. 4–21
The Family Tree

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers focus on a topic.

LESSON 10

Teacher's Guide, pp. 102–111

READ Text Collection pp. 22–41
The Family Tree

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers add descriptive details about events to strengthen writing.

LESSON 13

Teacher's Guide, pp. 132–141

COMPARE

- *Miss Rumphius*
- *The Family Tree*

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers publish their writing.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 142–149

TASK: CONTINUE THE STORY

Children will recall what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt. Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs.

The order in which the texts are presented and the length of time devoted to each text varies from module to module. Pacing depends on how the texts work individually and together to develop the unit concept. Pacing also varies according to the makeup of each classroom.

Each lesson's Independent Writing Practice works to lay the groundwork for successful completion of the Performance-Based Assessment, which may be administered over a number of lessons and days.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit*.

“Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*

Independent Reading

Through independent reading, students practice and apply what they have learned in whole-group and small-group instruction.

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- Who are the characters? What happens first, next, and last?
- What is the central message of the story?

CRAFT AND STRUCTURE

- How do the words in the story help you understand the characters' feelings?
- Who is telling the story?

INTEGRATION OF IDEAS

- How do the illustrations help you understand what happens?
- How are the characters in this text like characters in another text you have read? How are they different?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main topic of the text? How do key details support the topic?
- How are two people or ideas in the text connected to each other?

CRAFT AND STRUCTURE

- What words were important to understanding this text?
- What text features are used in the text? How do they help you find information?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text the same as or different from other texts you've read on the same topic?

See the Independent Reading Routine on pp. TR22–TR25.

Routines are an integral part of the **ReadyGEN** instructional design as they support teachers and students. They provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

"Independent reading makes you smart, improves your vocabulary, enhances your background knowledge, and makes you interesting. It is essential part of any effective reading program."

Sharon Vaughn, 2013

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Talk one at a time.
- Listen to others with care.
- Build on the ideas of other children by responding to what they say.
- Talk about the topic and texts under discussion.
- Ask questions if you don't understand what someone said or if you want to know more.

See the Text Club Routine on pp. TR26–TR29.

SUGGESTED TEXTS The suggested texts listed below connect closely to the following Enduring Understanding: *Readers understand who is telling a story and how that shapes the story.* As you build your Text Club library, consider using the texts below.

Planting a Rainbow

by Lois Ehlert
Literary Text
Lexile 170L

The Ugly Vegetables

by Grace Lin
Literary Text
Lexile 390L

The Garden of Happiness

by Erika Tamar
Literary Text
Lexile 590L

Cherry Pies and Lullabies

by Lynn Reiser
Literary Text
Lexile 260L

The Wednesday Surprise

by Eve Bunting
Literary Text
Lexile 540L

Miss Emma's Wild Garden

by Anna Grossnickle Hines
Literary Text
Lexile 350L

LEVELED TEXT LIBRARY For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

A Text Club provides a format in which 4-6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss texts from different genres.

(A text club) “integrates reading, writing, student-led discussion groups, whole-class discussions, and instruction.”

Taffy Raphael, *The Reading Teacher*, 1994

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.10; RF.1.4

Rationale

Independent Reading is having children read on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. For beginning readers, Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of your daily classroom activities is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts, both literary and informational, and assess that children understand what they read on their own.

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.

Independent Reading Routine

THE ROUTINE

- 1 Introduce the Independent Reading Routine to children. For example: *Now you get to read a book of your choice. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely "just right" for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2 Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3 Provide children with a focus for the day's Independent Reading. For example, you might have children read a narrative and focus on details that describe the story's setting.
- 4 Check in with individual children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5 As you check in with children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include: *What is the main idea of the text?* or *How did you figure out the meaning of this word?*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Have children reflect on their reading by drawing a picture of the main topic or writing a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.

TR22 Unit 4 • Independent Reading Routine

g Routine TR23

The Independent Reading and Text Club Routines are only two of an array of routines, found in the Teacher Resource section in the back of each Teacher's Guide.

TR24 Unit 4 • Independent Reading Routine

"Students . . . apply their growing competence outside the company of their teacher by reading texts that match their independent reading ability. Over time, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge."

Timothy Shanahan, Douglas Fisher, and Nancy Frey,
"The Challenge of Challenging Text." *Educational Leadership*

Text Club Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10; SL.1.1, SL.1.2, SL.1.3, SL.1.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn personal responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs:

- Consider the reading abilities of children. For children who are still unable to read independently, choose texts they can listen to on audio recordings while they follow along. You could also invite volunteers or older students to read the Text Club books to children before their Text Club meetings.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

TR26 Unit 4 • Text Club Routine

Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards that define each role's responsibilities.
- Preview titles by providing an interesting question about the text or reading a few names aloud.

Text Club Routine



THE ROUTINE

- 1 Introduce children to Text Clubs. Here is an example: *For Text Club, you will each read the text on your own. Then, your Text Club will share your thoughts with each other. For example, you might talk about a character or an interesting fact that you learned. Each of you will have a job that will help your Text Club discussions be successful.*
- 2 Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** finds new, interesting, or challenging vocabulary words
 - **Connector:** looks for connections between the Text Club text and other texts
 - **Summarizer:** shares a short summary of the book being discussed
 - **Art Director:** creates a drawing or diagram connected to the reading
- 3 Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4 Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time. For example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5 Children meet to discuss the text. They might meet only one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as: *What was the most interesting fact you learned?* or *Which character reminded you of another character?*
- 6 After Text Club discussions, have groups share the texts with the entire class.
- 7 Debrief with each Text Club to assess children's comprehension and group interactions. Ask children to rate their discussions with a "thumbs up" or "thumbs down" and explain their reasons.

TR28 Unit 4 • Text Club Routine

"In small groups, we are smarter. In well-structured groups, we leverage each other's thinking. We learn more not just because we all bring different pieces of the puzzle, but because through talk, we can actually make new and better meaning together."

Stephanie Harvey and Harvey "Smokey" Daniels

Small Group Center Ideas

Suggested activities engage students in meaningful tasks while the teacher provides scaffolded instruction to other students. Teachers may also choose to use their own center ideas.

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand who is telling a story and how that shapes the story.

CENTER TASKS

- Have children draw the cover of a book they have read in which the person telling the story is one of the characters in the book. Then have children find and write words from the story that helped them understand who was telling it.
- Have children draw and write the name of a character who is telling the story in a book that they have read. Then have children draw and write the name of another character in the story and tell how the two characters are connected.
- Have children write a word or two on a card that describes a character who is telling the story in an independent reading book. On the back, children write why they chose that word.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that narratives contain characters and sequenced events.

CENTER TASKS

- Have children draw three pictures: one each from the beginning, middle, and end of a scene they create about two friends who plant a garden. Children should write a sentence that tells what happens in each picture.
- Have children write about a character from an independent reading book. On one side of an index card, children write something the character says and does. On the back of the card, children write what the character's words and actions tell them about the character.
- Have children draw and label scenes on large index cards from the beginning, middle, and end of either *Miss Rumphius* or *The Family Tree*. Then have them exchange their cards with a partner and put their partner's cards in the correct order.

“The strategies that are part of learning to write—such as peer editing and author’s chair—also help kids learn to read. Because when I do a peer editing, I’m asking questions like, ‘Okay, what was it you really wanted to say?’; and now, ‘How well did you say it?’; and then, ‘How could I help you say it better?’ And these are exactly the kinds of questions we are trying to promote in critical reading: getting to the author, trying to understand the author’s intentions and motives.”

David Pearson, *The Voice*, 2002

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that narratives contain characters and sequenced events.

CENTER TASKS

- Have children draw a picture of a character from *Miss Rumphius* or *The Family Tree*. Children label the picture with as many words as they can think of to describe that character.
- Have children write a list of the time sequence words they find in an independent reading book. Children should add any words not already included to the class word wall.
- Have children keep a "character description" list. As they read books during independent reading time, have children keep a list of interesting words used to describe characters and their actions.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

CONTENT CONNECTION

Families have beliefs, customs, and traditions, which they pass on to other generations.

CENTER TASKS

- Have partners tell each other about an important life lesson they have learned from a parent or grandparent. Then have children write a sentence or two telling about the lesson their partner has learned and why it is important.
- Have children write a note or an email if computers are available to a parent or grandparent asking them to tell about a lesson they learned from a parent or grandparent.
- Have children use books or online resources to research a tradition or custom that is passed down from generation to generation in their family. Tell them to create a poster describing the tradition.

"The use of oral composition is good preparation for more formal written work. When students have a chance to make meaning by talking with a peer, they are more likely to have fodder for writing tasks. Group conversations can be useful for sharing information read individually by members of the group. In addition, the opportunity to retell reinforces the use of new vocabulary and concepts."

Douglas Fisher and Nancy Frey, *Word Wise and Content Rich*, 2008

The first read of the text is a quick read for basic understanding.

The *Scaffolded Strategies Handbook* addresses the needs of struggling readers, English language learners, and accelerated learners. The Handbook provides a companion lesson for each anchor and supporting text selection to help students unlock the text. Teachers may choose to use activities in the *Scaffolded Strategies Handbook* to provide alternative or additional support.

The *Reader's and Writer's Journal* provides students with additional opportunities for practice and application in reading and writing response, vocabulary and conventions, and reading and language analysis.

LESSON 1

1

LESSON 1 OBJECTIVE

Identify and understand characters in a story.

RL.1.1

READING OBJECTIVES

Identify characters and the narrator.

RL.1.1

Answer questions with text-based evidence during a close reading.

RL.1.1

See Text Complexity Rubrics on pp. TR66–TR72.

Read Anchor Text

Build Understanding

INTRODUCE Explain that today children will begin reading a new book titled *Miss Rumphius*. They will focus today on the characters in the book and the details the author gives about the characters. Remind children that the narrator, the person telling the story, is a character. As they listen to the first pages, have children focus on the following Enduring Understanding: *Readers understand who is telling a story and how that shapes the story.*

LESSON 1 FIRST READ Explore the Text

ENGAGE CHILDREN Have children look at the cover of *Miss Rumphius*. Ask who they think is pictured in the illustration. Ask children what they can tell about Miss Rumphius from that one picture. Explain that as they read, they will learn more about the character. They will also focus on understanding and answering the Essential Questions during this module: *How do readers identify who is telling a story? How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

READ ALOUD Read aloud pp. 4–11 of *Miss Rumphius*. Tell children that as you read they should listen to get the main idea of the story and also to find out who is telling the story and who the story is about. Use the **Read Aloud Routine** on pp. TR14–TR17. After reading, discuss the questions below.

- Who is the story about?
- What did you learn about Miss Rumphius?
- What questions do you have?

Have children use p. 181 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on p. 4 of *Miss Rumphius*. Use the following questions to lead the discussion.

- Look at page 4. At the end of the first paragraph, the text says, “I know. She is my great-aunt, and she told me so.” What is a great-aunt? (your mom’s or dad’s aunt) Who is saying this? (the narrator) Look at the illustration. Who do you think that girl is? (the narrator) Why do you think her arm is stretched out like that? (Possible responses: She is pointing to the Lupine Lady’s house. She is starting the story.) **Craft and Structure**
- **BY-THE-WAY WORDS** A lupine is a flower. How does the author help you understand what a lupine looks like? (She includes pictures of the flowers. She writes that they are “blue and purple and rose-colored.”)
- How is the narrator connected to the Lupine Lady? (The Lupine Lady is the narrator’s great-aunt.) **Key Ideas and Details**
- The second paragraph begins, “Once upon a time she was a little girl named Alice, who lived in a city by the sea.” Who is the little girl? (She is the Lupine Lady/Miss Rumphius.) Why do you think the author uses the words “once upon a time”? (Possible response: It sounds like a story. It tells you that it happened a long time ago.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Masts are the parts of sailing ships that hold the sails. Bristles are short whiskers. Why do you think the author calls them “bristling masts”? (All the parts that stick out look like little whiskers from far away.)
- Who in Alice’s family first came to America? How did he get here? (Her grandfather came long ago on a large sailing ship.) **Key Ideas and Details**

WHOLE GROUP

During the second read of the text, students use information from the text to respond to questions that require higher order thinking skills.

By-the-Way Words should be defined quickly during reading to enhance fluent reading and aid in comprehension.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

STRUCTURE Children may need additional support to understand that the narrator is telling the story she has heard from her great-aunt. She is telling about her great-aunt’s life, not her own.

STRATEGIC SUPPORT

CHARACTERS If children have difficulty understanding that the narrator is not the same person as the girl on the stoop, point out differences between them in the illustrations. Connect the narrator to modern times and Alice on the stoop to long ago.

“What makes scaffolding so effective is that it enables a teacher to keep a task whole, while students learn to understand and manage the parts, and presents the learner with just the right challenge. Scaffolding integrates multiple aspects of a task into manageable chunks and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner. ”

Kathleen F. Clark and Michael F. Graves, *Scaffolding students’ comprehension of text*,
International Reading Association, 2004

The lesson continues with instruction focused on Benchmark Vocabulary and Text-Based Conversation. By engaging in Team Talk or a discussion about the text, students deepen their conceptual understanding before demonstrating skill in analytical text-based writing.

READING OBJECTIVES

Identify and use words in stories.

RL.1.4, L.1.8

Ask and answer questions about key details in a text.

RL.1.1

BENCHMARK VOCABULARY

great-aunt, p. 4
• stories, p. 9



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Miss Rumphius*, pp. 4–9, with the words *great-aunt* and *stories*.

TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR36–TR41, teach the meaning of *great-aunt*. Then use the information on pp. 2–5 as a guide to expand children's vocabulary through discussion of the words that are connected to *great-aunt*. Repeat for the word *stories*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 183 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Have children go back to the illustrations and text on pp. 4–5 to discuss the shift in the story between the first and second paragraphs. Pose the following question to children: *How do you know the time of the story changes from the present to a long time ago?* Use the **Whole Class Discussion Routine** on pages TR6–TR9.

Remind children that a group conversation is not each person in the group saying one thing. A conversation is a back-and-forth process that can include multiple exchanges. During a group discussion, children should listen and respond to the comments and ideas their classmates share.

Team Talk

STATE AND SUPPORT AN OPINION Use the **Think-Pair-Share Routine** on pp. TR2–TR5. *What do you think we will learn about Miss Rumphius as the story continues? Why do you think so?* (Possible responses: I think we will find out why she is called the Lupine Lady because there are lupines on the cover. I think we will find out how she does the three things she said she'd do when she was just a child.)

“Writers often talk in order to rehearse the language and content that will go into what they write, and conversation often provides an impetus or occasion for writing. They sometimes confer with teachers and other writers about what to do next, how to improve their drafts, or in order to clarify their ideas and purposes.”

Reading Analysis

ASK AND ANSWER QUESTIONS Remind children that asking and answering questions about a story is a good way to help understand what they read.

CITE TEXT EVIDENCE Have children look at pp. 4–11 as you ask and help them answer questions about the characters and settings. Write details about characters, including the narrator, on one side of a T-chart and details about settings on the other side.

- Look at pages 4–5. Who is the story about? (Alice) What do we know so far about Alice? (She was a little girl who lived a long time ago. She lived in a city by the sea.) Who is telling the story? (Alice's great-niece)
- Now look at pages 6–9. Who is another character? (Alice's grandfather) What do we know about him? (He is an artist. He tells Alice she must do something to make the world more beautiful.) Where do Alice and her grandfather live? (in her grandfather's house)
- Turn to page 11. What is the setting now? (It is the library where Alice goes to work as a grown-up. It is in a city far away from the sea.) When Alice grows up, what do people call her? (Miss Rumphius)

p. TR57

WHOLE GROUP

Students cite text evidence to help build their knowledge of the concept.

Graphic organizers help students organize their thinking and aid their comprehension. See the Teacher Resources section in the back of the *ReadyGEN Teacher's Guide* for a variety of reproducible graphic organizers.

Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children work independently to draw a picture to answer the question: Who is the main character? Tell children that they can draw the little girl Alice or the grown-up Miss Rumphius and write a detail about her.

WRITING IN RESPONSE TO READING Have children work independently to complete p. 185 of the *Reader's and Writer's Journal*.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about who is telling the story. Use the **Independent Reading Routine** on pp. TR22–TR25.



INDEPENDENT

Independent Reading Practice offers students an opportunity to extend and apply what they have learned from anchor and supporting texts in their whole-group Focused Reading Instruction.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR42–TR45.

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“The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner.”

P. David Pearson and Margaret Gallagher

READING OBJECTIVES

Understand details about characters in a story. **RL.1.3**

Answer questions about details in a text. **RL.1.1**



The Common Core Standards require that all students interface with complex texts and tasks. **ReadyGEN** small-group instruction encourages students to revisit the complex texts they first encountered in whole group. With appropriate strategic supports and extensions, students more deeply access these texts within their groups. Strategic Support instruction aids struggling readers.

Scaffolded Instruction for Small Group

Strategic Support

MONITOR PROGRESS

If . . . children struggle to identify details about the characters in *Miss Rumphius*,

then . . . use the Reading Analysis support below.

If . . . children need extra support to understand the story, then . . . use the Close Reading support below.

READING ANALYSIS

Help children understand details about Alice/Miss Rumphius by reviewing the text and illustrations. Read relevant details on p. 4 as you point to the illustrations: “Once upon a time she was a little girl named Alice, who lived in a city by the sea.” Alice is the little girl on the steps. This is a story about her and how she grows up. Ask children to point out details in the text about the setting. Turn to p. 9 and discuss details about this page: Alice lives with her grandfather. He tells her stories. He tells her she must do something to make the world more beautiful. Ask children to point out details about Alice and the setting. Then turn to p. 11 and help children understand that this is still Alice, but now she is a grown-up. She works in a library. People call her Miss Rumphius, which is her last name. Have children point out details in the text and illustration. Then have children draw their picture of Alice/Miss Rumphius.

CLOSE READING

REVISIT *Miss Rumphius* Read aloud p. 4. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- What clues can you find in the words and the pictures that tell you that this is a story that starts long ago? (The text says “Once upon a time.” The illustration shows a girl in old-fashioned clothes. There is a horse pulling a wagon.)

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR22–TR25.
- Text Clubs, pp. 158–159 and TR26–TR29.
- activities from Small Group Center Ideas, pp. 160–161.

“The *how* of reading instruction includes many considerations, including...grouping. Grouping for reading is a fundamental issue in education, and is one of the few alterable features of education that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress.”

Sharon Vaughn

- What questions do you have about this part of the story?
(Possible responses: How does Alice become the Lupine Lady? Why do people call her the Lupine Lady?)
- How are the Lupine Lady, Alice, and the narrator connected?
Use details from the words and the pictures to support your answer. (Possible responses: People call Alice the Lupine Lady when she is old. The narrator is Alice's great-niece.)

Extensions

MONITOR PROGRESS

If . . . children can identify details about the main character in *Miss Rumphius*,
then . . . use the Reading Analysis extension below.

READING ANALYSIS

Have children draw another picture, showing young Alice if they drew Miss Rumphius in their first drawing or Miss Rumphius if they drew young Alice. Have children write sentences telling how the character stays the same as she grows up and how she changes. After children complete their drawing and sentences, have them discuss the following questions as they share their work:

- Which picture shows young Alice? Which one shows older Alice, Miss Rumphius?
- How does Alice stay the same as she grows up? (Responses will vary but should explain that she is still the same person; she still has red hair; she is still planning to do the three things.)
- How does Alice change as she grows up? (Responses will vary but should identify at least one change: she is taller, she wears adult clothes, she has a job, she lives far away from the sea, people call her Miss Rumphius.)

PHONICS For systematic and explicit instruction in phonics, use the *Grade 1 Phonics Teacher's Guide*, pp. 136–142.

LEVELED TEXT LIBRARY For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

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Extensions instruction targets both on-level and accelerated readers to help them deepen and expand their understanding of complex text.

Taylor and her colleagues (Taylor, Pearson, Walpole, and Clark, 2000) studied low-income schools that “beat the odds” predicted by their demographics. They found that one of the characteristics that distinguished these schools from their low-performing counterparts is that teachers in the beat-the-odds schools allocated a much larger chunk of the reading period to small-group instruction.

At the heart of **ReadyGEN** is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Even in first grade, students begin to analyze and synthesize sources, write to the sources, and defend claims through textual evidence.

The *Scaffolded Strategies Handbook* offers additional support specific to the three modes of writing articulated in the Common Core Standards.

WRITING OBJECTIVES

Understand narrative writing and the concept of character.

W.1.2, RL.1.3

Use the verbs *is* and *was* correctly.

L.1.1.6

Writing Narrative Writing

CHARACTERS

TEACH Explain to children that *Miss Rumphius* is a narrative text. A narrative text tells a story. It has characters, settings, and a plot. Characters are the people or animals in a story. They are who the story is about. A writer can give information about a character through details in the story and in the pictures.

The writer of the story wants the reader to understand the characters, especially the main character. The writer tells the reader details: the character's name, what the character looks like, where the character lives, how old the character is, and what the character does, says, and thinks.

Point out that the writer puts some details right into the words and pictures. Other details the reader has to figure out by thinking about what the character says, thinks, and does. Discuss the main character with children.

- Who is this book about? How do you know?
- What details does the writer tell you about Alice?
- What details does the writer show you about Alice?
- What ideas do you have about Alice? What is she like?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer gives details about Alice starting on the first pages of the story. Remind children that the Lupine Lady is the same person as Alice/Miss Rumphius.

Display pp. 4–5 and read aloud the sentences below. Point out the details the writer gives about Alice. Point out other details children can see in the illustration.

The Lupine Lady is little and old. But she has not always been that way. I know. She is my great-aunt, and she told me so. Once upon a time she was a little girl named Alice, who lived in a city by the sea.

The writer tells specific details about the main character: her age, her name, where she lives.

Display p. 9 and read the sentences aloud.

In the evening Alice sat on her grandfather's knee and **listened to his stories** of faraway places. When he had finished, Alice would say, "**When I grow up, I too will go to faraway places, and when I grow old, I too will live beside the sea.**"

The writer tells more about Alice. She listens to stories. She has plans for the future.

Discuss details children see in the illustration as well: Alice sitting on her grandfather's knee and listening to stories. Explain to children that they can use what they read about Alice to start thinking about what Alice is like as a person. The writer gives clues about what the character is like.

CONVENTIONS Use *is* and *was*

TEACH AND MODEL Remind children that *is* and *was* are forms of the verb *to be*. Explain that we use *is* to talk and write about something in the present. We use *was* to talk and write about something in the past.

The Lupine Lady **is** little and old. She **is** my great-aunt. Alice's grandfather **was** an artist.

The word *is* tells about the Lupine Lady now, in the present. She is old now. The word *was* tells about Alice's grandfather in the past. He was an artist long ago.

APPLY Ask children to offer sentences using *is* and *was*. They can tell about Alice and her grandfather or other parts of the story. Then have children copy from the board one sentence with *is* and one sentence with *was*. Have children write their own sentence using *is*.

For more practice, have children turn to p. 187 of the *Reader's and Writer's Journal*.




ReadyGEN teaches grammar as a set of tools to help writers communicate more effectively with readers. As students learn grammatical elements, they apply them in their writing.


"We don't believe that writers are born. Instead, we believe that writers are created. They're created when teachers nurture their development and provide focused instruction and feedback. In writing instruction we've found that a systematic approach, rather than a rigid, lock-step approach, increases students' performance in writing (and by extension, reading)."

Douglas Fisher and Nancy Frey, *Scaffolding Writing Instruction: Teaching With a Gradual Release Framework*, 2007

The Prepare to Write section offers teachers support in teaching the lesson-writing element or form, preparing students to complete the Independent Writing Practice on the following page.

WRITING OBJECTIVES

Participate in a shared response to a writing task.  W.1.7

Draw a picture and write a sentence to tell about a character.  W.1.8

Narrative Writing

MODELED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to write about a character in a story. They will use details they read about the character and their own ideas to tell what they know or think about the character.

Tell children that together they will write words and sentences that describe, or tell about, Alice when she was a girl. Explain to children that they can tell details about the way Alice looks, where she lives, what she does, and what she says and thinks. They can also tell what they think about Alice.

- Turn to pp. 4–5. Ask children to tell about Alice on these pages, using the words of the text and the illustrations. Write their responses on the board.
- Continue with pp. 6–7. Ask children what new details they learn about Alice on these pages. Children might say: *Alice likes to help* or *Alice likes to paint*. Introduce character trait words, such as *helpful* and *artistic*. Use the words to describe Alice: *Alice is helpful*. *Alice is artistic*.
- Turn to pp. 8–9 and have children add additional details to the list on the board. Ask children what Alice wants to do when she grows up and when she is old. Ask children to tell how they think Alice feels about her grandfather. Point out that they can also tell what Alice does every day as a child: she gets up, washes her face, and eats porridge for breakfast. She goes to school, comes home, and does her homework. Ask how Alice compares to many children her age.

Review the completed list. Ask: [How well do you think you know Alice now?](#) Let children add any details they think are missing.

Independent Writing Practice

THINK Ask children to think about what they would tell someone else about Alice. *How would you describe Alice to someone who hasn't read the story?*

WRITE Children will draw a picture of Alice and write or dictate a sentence about her. They may write about what Alice is like, what kind of girl she is, or what she does. Have children

- draw a picture of Alice doing something mentioned in the story.
- write or dictate a sentence about Alice.

APPLY As children complete the Independent Writing Practice, have them check their sentences to make sure they have used the verbs *is* and *was* correctly.


USE TECHNOLOGY If available, have children use tablets or computers to type their sentence.

INDEPENDENT

WHOLE GROUP

Independent Writing Practice activities prepare students for the module-level Performance-Based Assessment. Teachers can use performance on these activities to inform and adjust instruction for students as necessary.

Writing Wrap-Up

 Ask volunteers to share their drawings and sentences with the class. Ask the class to tell if they hear the verb *is/was*. Use the **Writing Wrap-Up Routine** on pp. TR46–TR49.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

NARROW THE FOCUS Children may have trouble processing a long list of details and adjectives. Help them choose one thing they know about Alice. Ask questions to provide support, such as: *Where does Alice live? What does Alice see? What does Alice do with her grandfather?*

STRATEGIC SUPPORT

FOCUS ON A DETAIL Help children who struggle with narrowing their focus pick one specific event or detail from the book to write about. You might suggest a concrete detail for children to draw, such as Alice painting. Once their picture is complete, help children write about their picture: *Alice is an artist or Alice likes to paint.*

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Scaffolded Instruction

Look here first for opportunities to open access for special populations: English language learners, struggling readers, or accelerated learners.

Performance-Based Assessments emphasize integration of reading, writing, and speaking and listening as students draw from the text sets to demonstrate their knowledge of core understandings.



OBJECTIVES

Write a narrative that includes two or more sequenced events.

W.1.3

Include descriptive details.

W.1.3

Use temporal words.

W.1.3

Provide a sense of closure.

W.1.3

Use verbs correctly.

L.1.1.e

Performance-Based Assessment

TASK

CONTINUE THE STORY

Families have beliefs, customs, and traditions that they pass on to other generations. Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her great-aunt.

Children will

- write a narrative in which they recount two or more sequenced events.
- include some descriptive details about sequenced events.
- use temporal words to signal event order.
- provide some sense of closure to the story.
- use verbs correctly.

Children will illustrate and publish their narratives.

See p. 146 for a reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers identify who is telling a story? How do writers create narratives with sequenced events and a sense of closure?*

REVISIT THE TEXT Remind children that in *Miss Rumphius*, the grandfather inspired Miss Rumphius to visit faraway places, live by the sea, and make the world more beautiful. When Miss Rumphius grows up, she teaches her niece, Alice, the same important lessons.

“When I grow up,” I tell her, “I too will go to faraway places and come home to live by the sea.”

“That is all very well, little Alice,” says my aunt, “but there is a third thing you must do.”

“What is that?” I ask.

“You must do something to make the world more beautiful.”

“All right,” I say.

But I do not know yet what that can be.

—*Miss Rumphius*, p. 28



Remind children that Miss Rumphius planted lupines to make the world more beautiful. Explain that Alice, her niece, is telling this story about her great-aunt and uses “I” because she is talking about herself. Recall that the book ends with Alice wondering how she might make the world more beautiful. Tell children to imagine what Alice might do when she grows up. Explain that they will use their ideas to write a narrative about what Alice will do, including two or more detailed events and an ending.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

“Performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively...These assessments emphasize students’ ability to frame and conduct inquiries, develop products, represent their learning orally and in writing, and reflect on quality, with the goal of self-evaluation and ongoing improvement of their work.”

Linda Darling-Hammond and Frank Adamson, *Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning*

Set-Up

ORGANIZATION

Before children begin to write their narratives, have a whole-class discussion about ways in which the world could be made more beautiful. If appropriate for your class, have children work in small groups to share their ideas. When children feel confident about what they will write in their narratives, have them use the story sequence A graphic organizer to help them organize the sequence of events.

MATERIALS

- paper
- pencils
- crayons or markers for illustrating the narratives
- story sequence A graphic organizer
- Text: *Miss Rumphius*

BEST PRACTICES

- Provide clear expectations by supplying a writing model.
- Circulate to guide children who have questions.
- Encourage children to write additional story events if they are able.

“If we acknowledge that ‘assessment must serve students’ (Farr, 1991, p. 95), then we must also begin to actively involve children in the assessment processes that typically occur in classrooms. Working with students to determine their self-perceived strengths and needs engages students in the assessment process while offering teachers new insights on children’s thinking and growth.”

Patricia A. Edwards, Jennifer D. Turner and Kouider Mokhtari, *Balancing the Assessment of Learning and for Learning in Support of Student Literacy Achievement*, The Reading Teacher, 2008

Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details student expectations for this project, two or more sequenced events, details and temporal words, and an ending.

WRITING TASKS Explain that children are writing about a girl character, and not about themselves, so the pronoun *she* should be used and not the pronouns *I* as the writer did in *Miss Rumphius*.

EDITING TASKS Review that verbs are used to tell the past, present, and future. Explain that if children's narratives tell about what Alice has done, the verbs should tell about the past.

GRAPHIC ORGANIZERS Children can use their graphic organizers along with a list of temporal words to sequence the events in the narrative: *first*, *next*, *then*, *at last*, *in the end*, and so.

Story Sequence A

Title _____

Beginning

↓

Middle

↓

End

p. TR55

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Consistent with the **ReadyGEN** approach to instruction, scaffolding is an integral part of the performance assessment process. Teachers should review the scaffolded support tools and match the tools to their students' needs.

Performance-Based Assessment
Grade 1 • Unit 4 • Module A

TASK

Continue the Story

Continue the story of *Miss Rumphius*. What might Alice do to make the world more beautiful?

Write a story about what Alice did to follow her great-aunt's lesson.

Remember to

- tell two or more events that happened in order.
- use details to explain the events.
- use words like *first*, *next*, and *then* to tell events in order.
- include an ending with words like *at last*, *in the end*, and *so*.
- use verbs correctly.

Draw a cover and share your story.

The Task is a reproducible page that describes the activity in student-friendly language. The rubric is also reproducible and can be used to track student growth as well as to identify areas in which students need additional support. Performance-Based Assessment pages offer guidance to students for presenting their completed work and provide suggestions to ensure their success moving forward.

Narrative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Character's actions are clearly established and adequately supported.	Sequence of two or more events unfolds naturally; clear sense of closure is evident.	Narrative contains detailed events.	Narrative contains a wide variety of temporal words or phrases.	Narrative contains correct use of verb tense and subject/verb agreement.
3	Character's actions are adequately supported.	Sequence of two or more events unfolds adequately; sense of closure is evident.	Narrative contains adequate description of events.	Narrative contains temporal words and/or phrases.	Narrative contains an error in either verb tense or agreement.
2	Character's actions lack focus or include unnecessary detail.	Two events seem to occur separately; ending lacks clarity.	Narrative contains inadequate details of a life experience.	Narrative contains a temporal word or phrase.	Narrative contains an error in both verb tense and agreement.
1	Character's actions are confusing or unfocused.	Sequence of events is nonexistent; ending seems lost.	Narrative does not include details of events.	Narrative does not contain temporal words or phrases.	Narrative contains many errors in verb tense and agreement.
0	Possible characteristics that would warrant a 0: • No response is given. • Response is unintelligible, illegible, or off topic.				

and

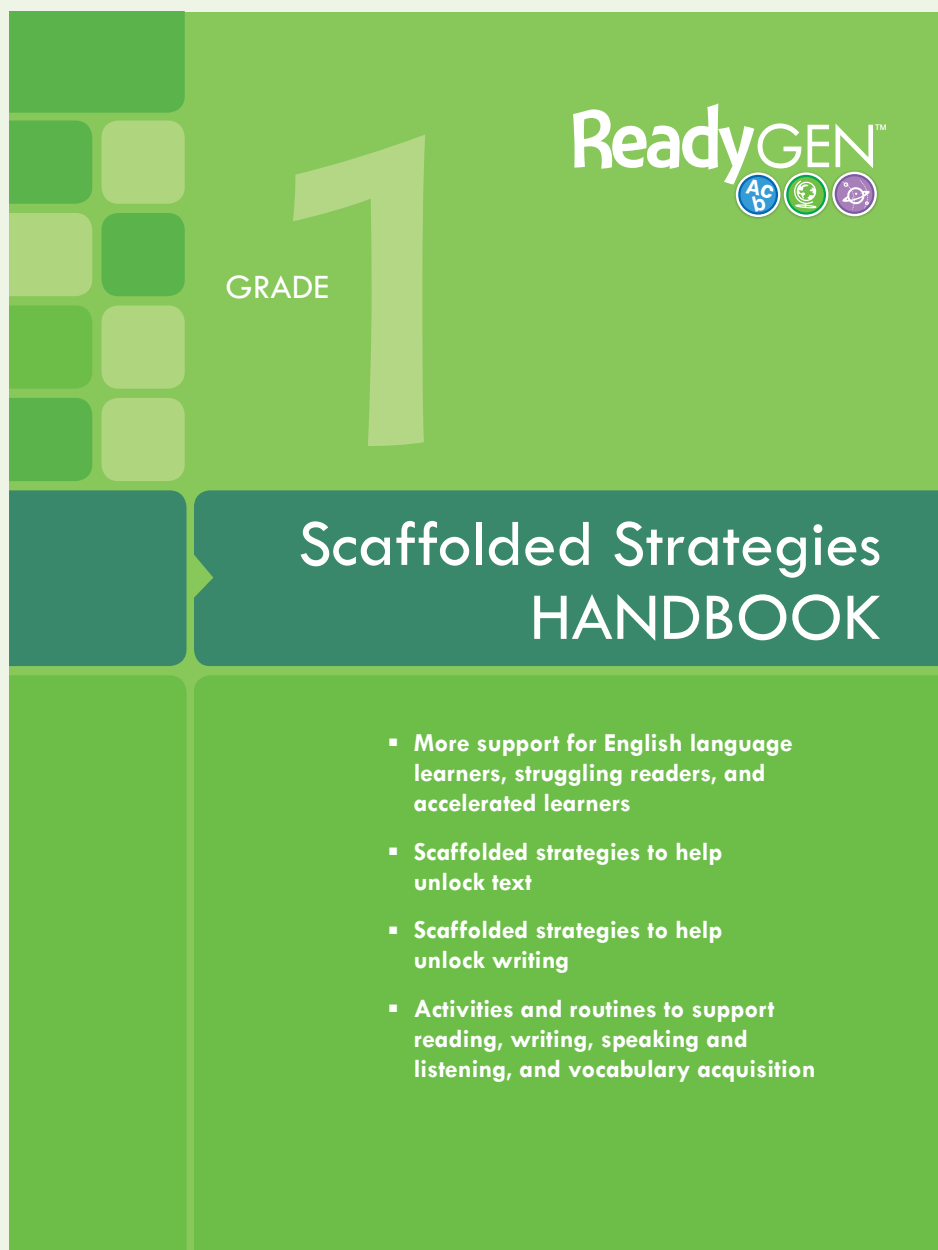
received a low score (0, 1, or 2) on the Narrative Writing Performance-Based Assessment. Graphic organizers will help guide children to complete Performance-Based Assessments.

on a character's action, as seen in *Miss Rumphius* and

sequence of events in their narratives, using temporal words.

verb tenses, to show action in the past, and tense verbs, such as *said*, *did*,

agreement in sentences, when writing sentences with both regular and irregular verbs.



“Writing is a world changer. This is the most interesting, amazing opportunity to positively change the teaching of writing ever. Seize these days and make the most of them. Write with your students. Expose them to extraordinary writers whose writing will floor them. There is more great writing in the world that is more accessible to our students than ever before. From all over the world. It is the best time ever to teach writing, and the best time ever to learn how to write well.”

Pam Allyn, Pearson Research & Innovation Network,
“Top 10: Teaching Writing in the Common Core Era”

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The *Scaffolded Strategies Handbook* is divided into three parts:

Unlock the Text, Unlock the Writing, and Routines and Activities.

The Unlock the Text section provides a lesson for every anchor text and supporting text selection. The Unlock the Writing section provides a scaffolded writing lesson for each of the three modes of writing outlined by the Common Core Standards as well as lessons that guide students through the tasks necessary to successfully complete each Performance-Based Assessment. The Routines and Activities section is a teacher's toolbox of activities to support English language learners and struggling readers and writers.

Unlock the Text



QUALITATIVE MEASURES

Levels of Meaning	explicit: a woman's lifelong dream of traveling; implicit: the importance of pursuing one's dreams
Structure	chronological order; setting changes conveyed through narration and illustrations; passage of time suggested by different names for the same character
Language Conventionality and Clarity	domain-specific vocabulary, including words related to gardening; dialogue and inner dialogue
Knowledge Demands	family names and relationships; the connection between beauty and flowers

Each lesson in the Scaffolded Strategies Handbook is divided into three parts: Prepare to Read, Interact with Text, and Express and Extend. Each of the three lesson parts addresses levels of meaning, structure, language conventionality and clarity, and knowledge demands. These four qualitative measures of text complexity provide keys for students to unlock the intricacies of a text and access deeper meanings.

Prepare to Read

LEVELS OF MEANING

Miss Rumphius tells the story of how young Alice grows up to become Miss Rumphius, an adventurous woman who eventually settles by the sea and plants lupine seeds all over her village. The story carries the implicit message that it is important to pursue one's goals and make the world a better and more beautiful place.

STRUCTURE

PREVIEW With students, read aloud the title and the name of the author and illustrator. Then have students look through the book, focusing on the illustrations. Have partners discuss the people and places they see in the illustrations. Ask: *Can you tell from the pictures who Miss Rumphius is?* (She is the girl or woman shown in the pictures.) *What do the pictures tell*

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

After previewing new words, ask students to pick a word and draw a picture of it, act it out, or use the word to make a new sentence. Support meaning by using gestures, pictures, or video clips.

98 Grade 1 • Unit 4 • Module A

STRUGGLING READERS

Students may have difficulty understanding that the story is about one character since it includes pictures of a young girl, a grown woman, and an old woman. Discuss whether this could be the same person in each picture.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Display a list of all the names and titles the narrator uses to refer to Miss Rumphius: the Lupine Lady, Alice, Great-aunt, Miss Rumphius, That Crazy Old Lady. Clarify for students that all these names and titles refer to the same person.

100 Grade 1 • Unit 4 • Module A

STRUGGLING READERS

Have students stop reading periodically and summarize the events of the story with a partner. If students struggle to retell events, model rereading and retelling one page from the text.

you about the setting of the story? (The setting changes. The pictures show towns, beaches, and water.) Based on the title and the pictures, what do you think this story will be about? (someone named Miss Rumphius and the places she goes)

LANGUAGE CONVENTIONALITY AND CLARITY

PREVIEW VOCABULARY Use the Preview and Review Vocabulary Routine in Part 3 to assess what students know about the following words: *stoop, bristling, tropical, aunt, faraway, deserts, camel, seeds, curious, invites, grown, hillsides, and difficult*.

DOMAIN-SPECIFIC VOCABULARY Use the Vocabulary Activities and Games in Part 3 to preteach critical domain-specific vocabulary words, such as *wharves, masts, figureheads, prows, conservatory, lupines, sowing, and bloomed*.

COGNATES Use the list of Spanish cognates at the beginning of this module to guide your Spanish-speaking students as they read the text.

KNOWLEDGE DEMANDS

ACTIVATE BACKGROUND KNOWLEDGE Explain to students that the story's main character, Miss Rumphius, travels the world. Have students look back through the pictures for clues about the places where Miss Rumphius travels. Ask: *Do any of the places in the pictures look familiar to you? Why do you think someone might want to travel to different places?* Have students share their responses with the class.

Miss Rumphius 99

MORE SUPPORT

STRUGGLING READERS

Practice using appropriate punctuation with dialogue. Write dialogue statements on sentence strips. Use index cards to write speech tags and quotation marks. Have one student read the statement on the strip. Have a partner correctly read and then lay out the speech tag and quotation mark cards. Finally, have partners read the completed sentence before switching roles.

Miss Rumphius 101

MORE SUPPORT

The qualitative factors of text complexity for each selection in the *Scaffolded Strategies Handbook* offer students at all levels and backgrounds opportunities to read more closely and with greater understanding.

“There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.”

Lily Wong Fillmore,
*What Does Text Complexity Mean for
English Learners and Language
Minority Students?*, 2012

The Express and Extend section of the *Scaffolded Strategies Handbook* allows students to respond to text by discussing and writing about their ideas.



Express and Extend

LEVELS OF MEANING

EXPRESS Have students recall Miss Rumphius's three goals. Using the Three-Column Chart Graphic Organizer in Part 3, have students label the columns with Miss Rumphius's three goals: *Go to Faraway Places*, *Live by the Sea*, and *Make the World Beautiful*. Have students find evidence in the text to show whether Miss Rumphius did or did not achieve each goal. Have students record examples in each column and list page numbers for text and illustrations that support each example.

EXTEND Have students synthesize their three-column charts by writing a paragraph telling whether they think Miss Rumphius was successful in completing all of her goals. Have students use their charts as a guide to show evidence from the text that supports their ideas. Use the Opinion Writing Routine and Graphic Organizer in Part 3 to help students organize their paragraphs.

STRUCTURE

EXPRESS Remind students that the story spans Miss Rumphius's entire life, from childhood to old age, in chronological order. Have students summarize the main events from the story in the order in which they happen.

If . . . students struggle to name the events in order,

then . . . have them look at the illustrations on pp. 8, 14, 18, and 24 and describe the events they depict. Use the Sequence of Events Routine and Graphic Organizer in Part 3 and have students add the events to the graphic organizer.

EXTEND Ask students to pick a favorite part of the story and retell it in their own words or create a visual representation of that event to share with the class. Remind them to refer to their graphic organizers for ideas.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

During the Structure activity, use sentence frames to help students identify the order of events in the story. For example: In the beginning, _____. Then Miss Rumphius _____. Next, _____. Later, _____.

STRUGGLING READERS

To help students determine why Miss Rumphius considered it a difficult task to make the world more beautiful, pose guiding questions as students review p. 18. For example, ask: *Does Miss Rumphius consider the world a nice place or a bad place?* (a nice place)

LANGUAGE CONVENTIONALITY AND CLARITY

EXPRESS Talk about Sentences and Words

Display the following sentences from p. 24 of *Miss Rumphius*. Read the sentences aloud, emphasizing the word *sowing*.

All that summer Miss Rumphius, her pockets full of seeds, wandered over fields and headlands, sowing lupines. She scattered seeds along the highways and down the country lanes. She flung handfuls of them around the schoolhouse and back of the church. She tossed them into hollows and along stone walls.

Ask: *How can you figure out the meaning of sowing by using context clues?* (The next sentences say that Miss Rumphius scattered, flung, and tossed the seeds.)

TEAM TALK Ask partners to discuss why they think the author chose to use the verbs *scattered*, *flung*, and *tossed* instead of just saying that Miss Rumphius threw the seeds.

EXTEND To demonstrate their comprehension of the verbs' meanings, have students write a sentence using each of the verbs. Then have students draw a picture depicting one of their sentences.

KNOWLEDGE DEMANDS

EXPRESS Reread pp. 24–27 with students, beginning with “She hurried home . . .” and ending with “. . . most difficult thing of all!” Have small groups find evidence from the text to support their answers to the following questions: *Why does Miss Rumphius decide to plant so many seeds?* (She realizes that planting seeds could be the way she makes the world more beautiful.) *What does Miss Rumphius accomplish by planting so many seeds?* (The text tells us that in planting the flowers, Miss Rumphius accomplishes the third, most difficult thing of all.)

If . . . students have difficulty explaining why Miss Rumphius plants so many seeds, **then . . .** have them review the previously created Sequence of Events Graphic Organizer to recall the events that led to Miss Rumphius's idea to plant the seeds. Guide students to see that prior to planting the seeds, Miss Rumphius had only completed two of the three goals.

EXTEND Have students write one or two sentences explaining why Miss Rumphius considers making the world a more beautiful place “the most difficult thing of all!” Have students review p. 18 for ideas.

ACCELERATED LEARNERS

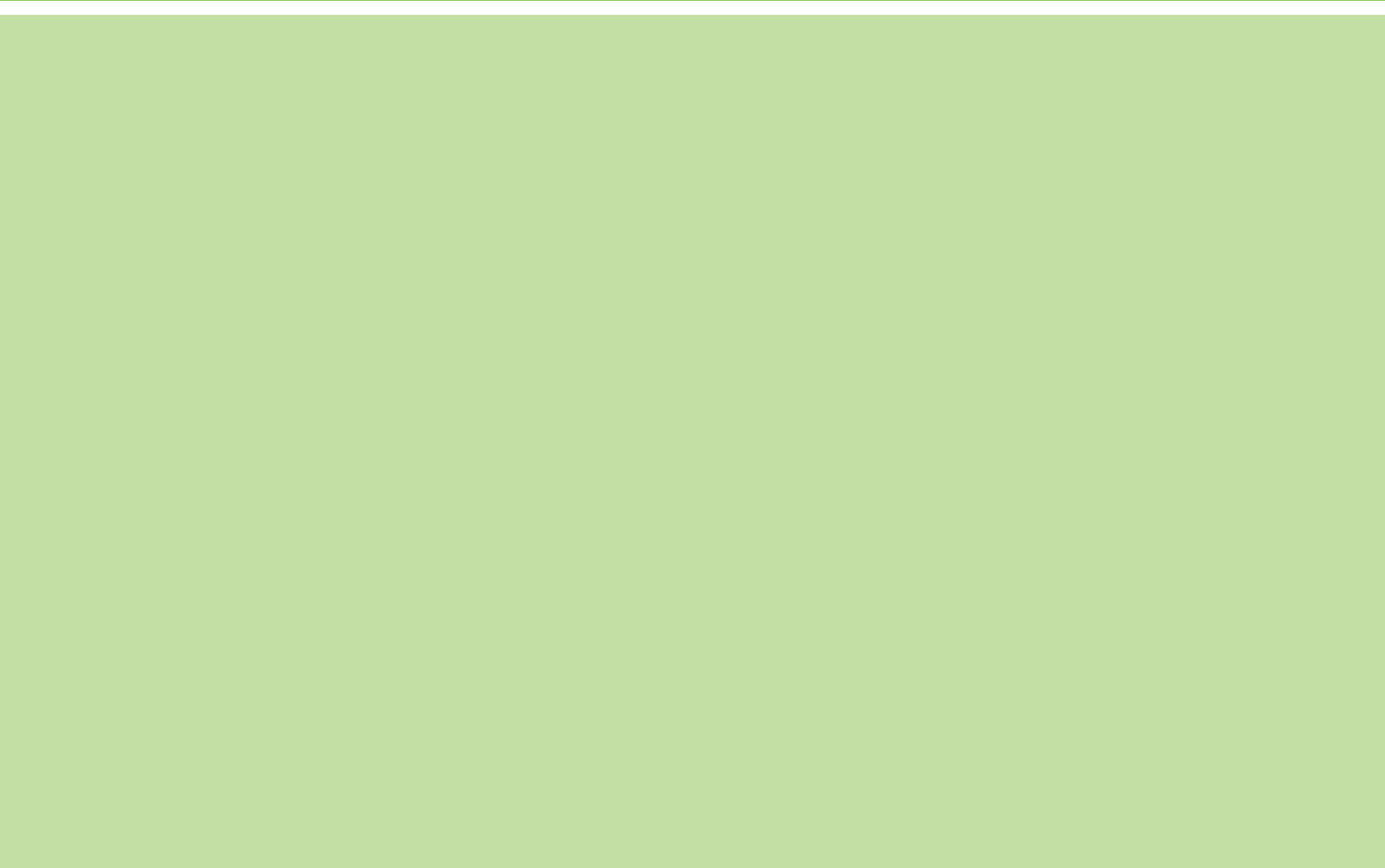
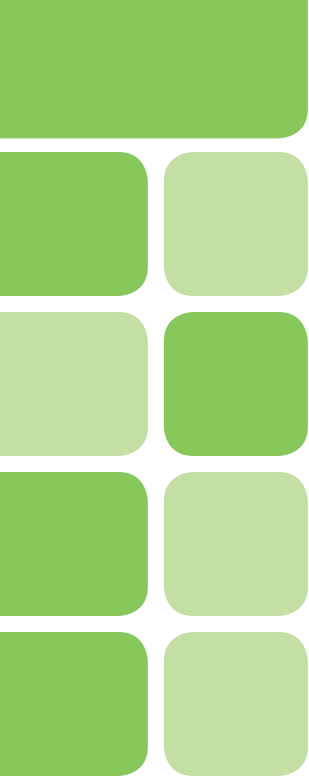
Have students write a paragraph telling what they think would help make the world more beautiful. Students should describe their idea in detail and explain how it would add beauty to the world. Give students the Opinion Writing Graphic Organizer from Part 3 to organize their writing as needed.

Miss Rumphius 103

MORE SUPPORT

Activities to extend the lesson provide opportunities to engage and challenge all learners.

Where are my standards
covered in *ReadyGEN*?



Scope and Sequence

Grade 1

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
READING STANDARDS FOR LITERATURE												
RL.1.1 Ask and answer questions about key details in a text.	●		●		●		●		●		●	
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●		●		●		●		●		●	●
RL.1.3 Describe characters, settings, and major events in a story, using key details.	●		●		●	●			●		●	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	●		●		●		●		●		●	
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	●	●	●	●					●			
RL.1.6 Identify who is telling the story at various points in a text.					●		●				●	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	●		●		●		●		●		●	
RL.1.8 (Not applicable to literature)												
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	●		●		●		●		●			
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●		●		●		●		●		●	
READING STANDARDS FOR INFORMATIONAL TEXT												
RI.1.1 Ask and answer questions about key details in a text.		●		●		●		●	●	●	●	●
RI.1.2 Identify the main topic and retell key details of a text.		●		●		●		●	●	●		●
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		●		●		●		●	●	●	●	●
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		●		●		●		●	●	●	●	●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
READING STANDARDS FOR INFORMATIONAL TEXT <i>continued</i>												
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		●		●		●		●		●	●	●
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		●		●		●		●		●		●
RI.1.7 Use the illustrations and details in a text to describe its key ideas.		●		●		●		●		●		●
RI.1.8 Identify the reasons an author gives to support points in a text.				●		●		●			●	●
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		●		●		●		●		●	●	●
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.		●		●		●		●		●	●	●
READING STANDARDS: FOUNDATIONAL SKILLS												
RF.1.1 Demonstrate understanding of the organization and basic features of print.	★	★	★	★	★	★	★	★	★	★	★	★
RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	●	●	●	●	●	●	●	●	●	●	●	●
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		★	★	★	★	★	★	★	★	★	★	★
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.					★	★	★					
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	★	★	★	★					★	★	★	★
RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	★	★	★	★	★	★		★	★	★	★	★
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.		★		★	★	★		★		★	★	★
RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.			★		★							
RF.1.3.b Decode regularly spelled one-syllable words.	★	★	★	★	★	★	★	★	★	★	★	

● = ReadyGEN Teacher's Guide

★ = ReadyGEN PhonicsTeacher's Guide

STANDARDS

Unit 1
Mod A

Unit 1
Mod B

Unit 2
Mod A

Unit 2
Mod B

Unit 3
Mod A

Unit 3
Mod B

Unit 4
Mod A

Unit 4
Mod B

Unit 5
Mod A

Unit 5
Mod B

Unit 6
Mod A

Unit 6
Mod B

READING STANDARDS: FOUNDATIONAL SKILLS *continued*

RF.1.3.c Know final –e and common vowel team conventions for representing long vowel sounds.



RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.



RF.1.3.e Decode two syllable words following basic patterns by breaking the words into syllables.



RF.1.3.f Read words with inflectional endings.



RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.



RF.1.4 Read with sufficient accuracy and fluency to support comprehension.



RF.1.4.a Read grade-level text with purpose and understanding.



RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.



RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



WRITING STANDARDS

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.



W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.



W.1.4 (Begins in Grade 3)

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.



STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
WRITING STANDARDS <i>continued</i>												
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	●	●	●	●	●	●	●	●	●	●	●	●
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		●	●	●	●		●	●	●	●	●	●
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		●		●	●	●		●	●	●	●	●
W.1.9 (Begins in Grade 4)												
W.1.10 (Begins in Grade 3)												
SPEAKING AND LISTENING STANDARDS												
SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●
SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	●	●	●	●	●	●	●	●	●	●	●	●
SL.1.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	●	●		●	●	●	●	●	●			●
SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.	●	●	●	●	●		●		●	●	●	●
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●	●	●	●	●	●	●	●	●	●	●	●
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	●	●	●		●			●	●	●		●
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●	●	●		●	●			●	●	●	●
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	●	●	●		●	●	●	●	●		●	●
SL.1.6 Produce complete sentences when appropriate to task and situation.	●	●	●	●			●	●	●	●	●	●

STANDARDS

Unit 1
Mod AUnit 1
Mod BUnit 2
Mod AUnit 2
Mod BUnit 3
Mod AUnit 3
Mod BUnit 4
Mod AUnit 4
Mod BUnit 5
Mod AUnit 5
Mod BUnit 6
Mod AUnit 6
Mod B

LANGUAGE STANDARDS

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.a Print all upper- and lowercase letters.

L.1.1.b Use common, proper, and possessive nouns.

L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*).

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

L.1.1.h Use determiners (e.g., articles, demonstratives).

L.1.1.i Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

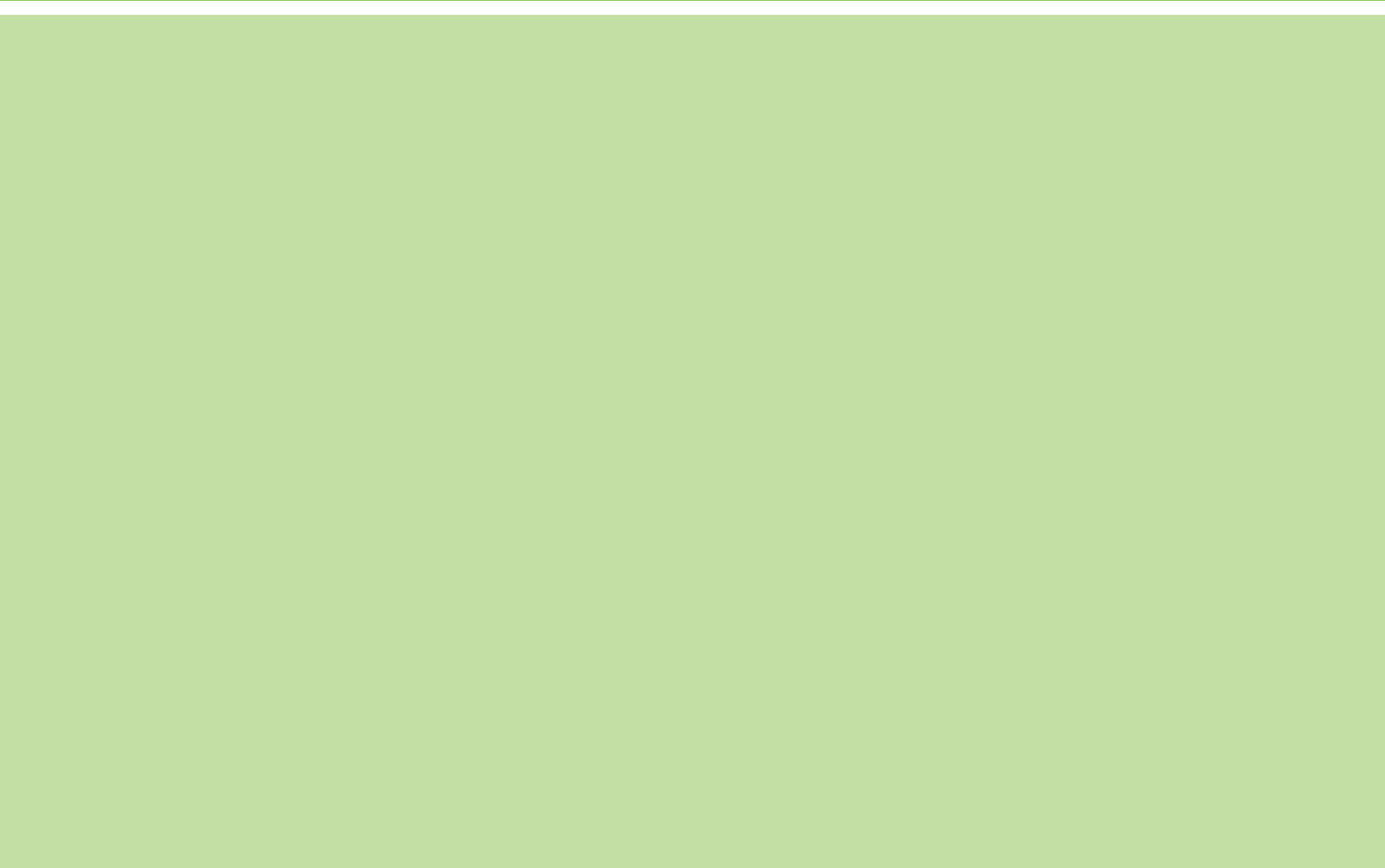
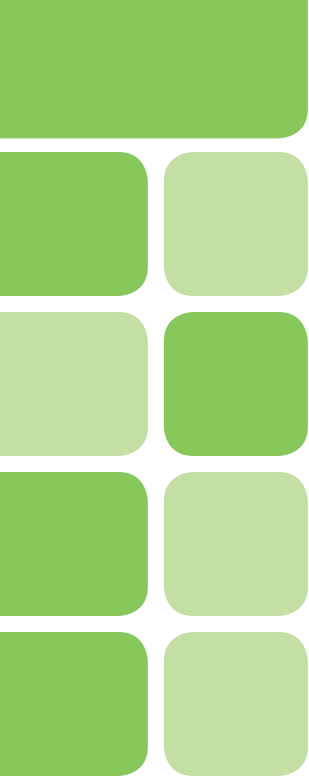
L.1.2.a Capitalize dates and names of people.

L.1.2.b Use end punctuation for sentences.

L.1.2.c Use commas in dates and to separate single words in a series.

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
LANGUAGE STANDARDS <i>continued</i>												
L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	●											
L.1.3 (Begins in grade 2)												
L.1.4 Use sentence-level context as a clue to the meaning of a word or phrase.	●	●	●	●	●	●	●	●	●	●	●	●
L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	●		●	●	●			●				●
L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.											★	★
L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks looked, looking</i>).			●		●		●			●		
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	●		●		●		●		●			
L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	●					●		●				
L.1.5.b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	●											
L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	●					●						
L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	●		●		●		●					
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	●	●	●	●	●	●	●	●	●	●	●	●



Unit Overviews

Vertical Standards Maps

Grade 1 Unit 1

Connecting to Our World

MODULE A

PBA Description

Task: Life Lessons

Children will think about the lessons of friendship the characters learned in *Stellaluna*. They will then illustrate and write a short narrative about how the characters showed their friendship when they first met and then later in the story.

Essential Questions

Readers: What makes a good retelling? **RL.1.2**

Writers: How do writers create interesting characters? **W.1.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text

Stellaluna by Janell Cannon AD550L

Supporting Text (Text Collection): Literary Text

“Dragons and Giants” from *Frog and Toad Together*
by Arnold Lobel 450L

Poetry

“Batty” by Shel Silverstein

“The Little Birds” (anonymous)

Standards Coverage

Reading: Literature

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RL.1.10

Reading: Foundational Skills

RF.1.1.a, RF.1.4, RF.1.4.b

Writing

W.1.3, W.1.5, W.1.6

Speaking and Listening

SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language

L.1.1, L.1.1.a, L.1.1.j, L.1.2, L.1.2.b, L.1.2.e, L.1.4, L.1.4.a, L.1.5, L.1.5.a, L.1.5.b, L.1.5.c, L.1.5.d, L.1.6

Goals

Readers will retell stories, including key details, and demonstrate understanding of the central message or lesson.

RL.1.2

Writers will write a narrative story in which they recount one or more sequenced events, and in which setting plays a role.

W.1.3

Learners will recognize important relationships between characters.

Big Idea

Connections

Relationships

Enduring Understandings

Readers understand that they improve their comprehension by identifying and understanding the story elements of a text.

RL.1.3

Writers understand that details play a role in explaining characters, central message and setting of the story. **W.1.3**

Learners understand that characters relate to one another.

Connecting to Our World

MODULE B

PBA Description

Task: Animal Q & A

Children will write a question-and-answer piece of writing, with guidance and support, about an animal and its environment. Children will use facts from either *Elephants and Their Calves* or *What Do You Do with a Tail Like This?* The writing will state two questions and answers to those questions.

Essential Questions

Readers: How do text features in an informational text help readers understand the main topic and key details? **RI.1.5**

Writers: How does the organizational structure of question and answer help a writer explain information? **W.1.5**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Elephants and Their Calves by Margaret Hall 370L

Supporting Text (Text Collection): Informational Text
What Do You Do with a Tail Like This? by Steve Jenkins and Robin Page 620L

Poetry

“The Elephant” by Arnold Sundgaard

“The Caterpillar” by Christina Rossetti

Standards Coverage

Reading: Literature
RL.1.5

Reading: Informational Text
RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10

Reading: Foundational Skills
RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b

Writing
W.1.2, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening
SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language
L.1.1, L.1.1.b, L.1.1.c, L.1.2, L.1.2.a, L.1.2.b, L.1.2.d, L.1.4., L.1.6

Goals

Readers will read informational texts in search of answers to questions. **RI.1.1**

Writers will create one informational piece on a topic they are interested in learning more about. **W.1.2**

Learners will explore a variety of informational texts while asking and answering questions.

Big Idea

Connections

Relationships

Enduring Understandings

Readers understand informational text is written differently than literary text and makes different demands on the reader.
RL.1.5

Writers understand that different genres have different structures and conventions. **W.1.7**

Learners will explore content to understand that living things have certain behaviors that shape them and allow them to survive.

Grade 1 Unit 2

Becoming a Classroom Citizen

MODULE A

PBA Description

Task: Classroom Citizens
Children discuss how Katie Sue in *The Recess Queen* and Tillie in *A Fine, Fine School* acted as responsible students at their schools. Children will then write their opinion about what it means to be a responsible classroom citizen and supply a reason for the opinion.

Essential Questions

Readers: How does a reader retell text to understand the central message? **RL.1.2**
Writers: How do writers support an opinion? **W.1.5**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
A Fine, Fine School by Sharon Creech AD300L
Supporting Text (Text Collection): Literary Text
The Recess Queen by Alexis O'Neill AD450L
Poetry
"School Bus" by Lee Bennett Hopkins
"Countdown to Recess" by Kalli Dakos

Standards Coverage

Reading: Literature
RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RL.1.10
Reading: Foundational Skills
RF.1.1.a, RF.1.4, RF.1.4.b
Writing
W.1.1, W.1.2, W.1.5, W.1.6, W.1.7
Speaking and Listening
SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
Language
L.1.1, L.1.1.b, L.1.1.c, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.2, L.1.2.a, L.1.2.b, L.1.2.c, L.1.4, L.1.4.a, L.1.4.c, L.1.5, L.1.5.d, L.1.6

Goals

Readers will retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.2**
Writers will formulate an opinion and supply reasons for the opinion. **W.1.1**
Learners will explore content to understand how children contribute to a classroom community as "classroom citizens."

Big Idea

Experiences
Citizenship

Enduring Understandings

Readers understand that details in the text help them identify the central message in the text. **RL.1.2**
Writers understand that opinions are supported by reasons. **W.1.1**
Learners will explore content to understand that citizenship begins with becoming a contributing member of the classroom community.

Becoming a Classroom Citizen

MODULE B

PBA Description

Task: Global Student Citizens
Using what they have learned and read about children from around the world, children will choose one student from *It's Back to School We Go!* or *Going to School*. Children will compare and contrast their own school experiences with this student's school experiences. Their report will explain how children all around the world are connected to one another through their school experiences.

Essential Questions

Readers: How do readers use illustrations and details in informational texts? **RI.1.7**
Writers: How do writers use what they read to share information about a topic? **W.1.5**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
It's Back to School We Go! (First Day Stories from Around the World) by Ellen Jackson 760L
Supporting Text (Trade Book): Informational Text
Going to School by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin 590L
Poetry
"Crayons" by Jane Yolen
"Numbers" by Elizabeth Madox Roberts

Standards Coverage

Reading: Informational Text
RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10
Reading: Foundational Skills
RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b
Writing
W.1.2, W.1.5, W.1.6, W.1.7, W.1.8
Speaking and Listening
SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.6
Language
L.1.1, L.1.1.b, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.h, L.1.1.i, L.1.2, L.1.2.a, L.1.2.b, L.1.4., L.1.4.a, L.1.6

Goals

Readers will identify a main topic and retell key details using the text and illustrations. **RI.1.2**
Writers will create an explanatory text including facts about a topic and some closure. **W.1.2**
Learners will explore content to understand that as global citizens, we are connected to people beyond our own communities and we have a shared responsibility to protect and respect our world.

Big Idea

Experiences
Citizenship

Enduring Understandings

Readers understand that illustrations and details in the text help identify main ideas. **RI.1.7**
Writers understand that facts help explain a topic. **W.1.2**
Learners will explore content to understand that as global citizens, we are connected to people beyond our own communities and we have a shared responsibility to protect and respect our world.

Grade 1 Unit 3

Making Choices

MODULE A

PBA Description

Task: A Story of Choices

The stories in this unit teach readers about choices and making decisions. Children will write narratives about a time in their life when they had to make a choice, just as Saruni did in *My Rows and Piles of Coins*.

Essential Questions

Readers: How can we learn lessons from fictional stories? **RL.1.3**

Writers: How can word choice show feelings in writing? **W.1.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
My Rows and Piles of Coins by Tololwa M. Mollel AD700L

Supporting Text (Text Collection): Literary Text
Lemonade in Winter by Emily Jenkins AD410L

Poetry

“My Lemonade Stand” by Rebecca Kai Dotlich

“Mud Pies a Penny” by Alan Benjamin

Standards Coverage

Reading: Literature

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, RL.1.10

Reading: Foundational Skills

RF.1.1.a, RF.1.4, RF.1.4.b, RF.1.4.c

Writing

W.1.3, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening

SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.5

Language

L.1.1, L.1.1.b, L.1.1.c, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h, L.1.1.j, L.1.2, L.1.2.c, L.1.2.d, L.1.4., L.1.4.a, L.1.4.c, L.1.5, L.1.5.d, L.1.6

Goals

Readers will retell stories, including character, setting and major events, and demonstrate understanding of their central message or lesson. **RL.1.2**

Writers will create a narrative of an event in sequence using powerful words to show emotion. **W.1.3**

Learners will explore content to identify how characters make choices about how to spend money.

Big Idea

Choices

Decisions

Enduring Understandings

Readers understand we can learn lessons through characters in stories. **RL.1.6**

Writers understand that word choice enables a reader to understand a story. **W.1.3**

Learners will explore content to understand that how people choose to use their resources can help them get what they want and need.

Making Choices

MODULE B

PBA Description

Task: Making Decisions

The informational texts in this module teach readers about goods and services and how people make choices about which goods and services they purchase. As a class, children will compose a list of goods (i.e., paper products) and services (i.e., butcher, baker) they find at their local grocery store. Then each child will choose a good or service from the list and write an opinion piece to tell about a good or service that they feel is important to their family. They will support their opinion with a reason.

Essential Questions

Readers: How can we use the details in a text to identify the reasons an author gives to support his or her points? **RI.1.3**

Writers: How can we use information to support an opinion? **W.1.5**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Goods and Services by Janeen R. Adil 560L

Supporting Text (Text Collection): Informational Text
Supermarket by Kathleen Krull AD630L

Poetry

“Food” by Meish Goldish

“To Market, To Market” by Anne Miranda

Standards Coverage

Reading: Informational Text

RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10

Reading: Foundational Skills

RF.1.1.a, RF.1.4., RF.1.4.b

Writing

W.1.2, W.1.5, W.1.6, W.1.8

Speaking and Listening

SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.4, SL.1.5

Language

L.1.1, L.1.1.b, L.1.1.c, L.1.1.d, L.1.1.e, L.1.1.f, L.1.2, L.1.2.d, L.1.4, L.1.5.a, L.1.5.c, L.1.6

Goals

Readers will state and explain the reasons an author gives to support points in a text. **RI.1.3**

Writers will compose an opinion and support the opinion by supplying a reason. **W.1.5**

Learners will explore content to understand that people make decisions by considering choices.

Big Idea

Choices

Decisions

Enduring Understandings

Readers understand that the details in the text support the author’s main points. **RI.1.2**

Writers understand that an opinion has to be supported with a reason. **W.1.5**

Learners will explore content to understand that people make decisions about how to spend what they earn.

Grade 1 Unit 4

Planting for the Future

MODULE A

PBA Description

Task: Continue the Story
Families have beliefs, customs, and traditions that they pass on to other generations. Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her great-aunt.

Essential Questions

Readers: How do readers identify who is telling a story? **RL.1.6**
Writers: How do writers create narratives with sequenced events and a sense of closure? **W.1.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Miss Rumphius by Barbara Cooney 680L
Supporting Text (Text Collection): Literary Text
The Family Tree by David McPhail AD480L
Poetry
"Garden Tip" by George Shannon

Standards Coverage

Reading: Literature
RL.1.1, RL.1.2, RL.1.4, RL.1.6, RL.1.7, RL.1.9, RL.1.10
Reading: Foundational Skills
RF.1.1.a, RF.1.4, RF.1.4.a, RF.1.4.b
Writing
W.1.3, W.1.5, W.1.6, W.1.7
Speaking and Listening
SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.5, SL.1.6
Language
L.1.1, L.1.1.b, L.1.1.c, L.1.1.d, L.1.1.e, L.1.2, L.1.2.a, L.1.2.d, L.1.5, L.1.5.d, L.1.6

Goals

Readers will identify who is telling a story. **RL.1.6**
Writers will compose a narrative with details and a sequence of events. **W.1.3**
Learners will explore content to understand how traditions and lessons are passed on from generation to generation.

Big Idea

Generations

Enduring Understandings

Readers understand who is telling a story and how that shapes the story. **RL.1.6**
Writers understand that narratives contain characters and sequenced events. **W.1.3**
Learners will explore content to understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

Planting for the Future

MODULE B

PBA Description

Task: Steps in a Sequence
Children will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to create their own book that includes at least three steps that show how a seed grows.

Essential Questions

Readers: How do readers make connections between ideas and information? **RI.1.3**
Writers: How do writers write to explain information to others? **W.1.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
The Life Cycle of an Apple Tree by Linda Tagliaferro 340L

Supporting Text (Trade Book): Informational Text
How a Seed Grows by Helene J. Jordan

Poetry

“Dancing in the Breeze” by George Shannon
“Zucchini” by George Shannon

Standards Coverage

Reading: Informational Text

RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10

Reading: Foundational Skills

RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b, RF.1.4.c

Writing

W.1.2, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening

SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.3, SL.1.5, SL.1.6

Language

L.1.1, L.1.1.c, L.1.1.e, L.1.1.i, L.1.1.j, L.1.2, L.1.2.a, L.1.2.b, L.1.4, L.1.4.a, L.1.5.a, L.1.6

Goals

Readers will describe the connection between two facts in an informational text. **RI.1.3**

Writers will use facts and details to compose an explanatory text. **W.1.2**

Learners will explore content to identify what is necessary for growth.

Big Idea

Generations

Enduring Understandings

Readers understand the connection between multiple pieces of information in a text. **RI.1.3**

Writers understand that facts and details help explain information to others. **W.1.2**

Learners will explore content to understand growth happens over time and that each part of an organism contributes to this process.

Grade 1 Unit 5

Observing the Messages of the Natural World

MODULE A

PBA Description

Task: Moon Stories

The moon has inspired a wide variety of narrative writing. Children will write another story that includes the moon as a central feature. It can be a fantasy about creatures that live on the moon or a realistic story about a character who learns something about the moon. Children are free to choose the genre and plot of their narrative.

Essential Questions

Readers: How do readers of literary text identify sensory language that describes? How do readers of informational text identify facts and details that convey information? **RL.1.4; RI.1.2**

Writers: How do writers use temporal words to sequence narrative texts? **W.1.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Many Moons by James Thurber 790L

Supporting Text (Text Collection): Informational Text
Let's Visit the Moon by Patricia Newman 470L

Poetry

"Running Moon" by Elizabeth Coatsworth
"Sleeping Outdoors" by Marchette Chute

Standards Coverage

Reading: Literature

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RL.1.10

Reading: Informational Text

RI.1.1, RI.1.2, RI.1.3, RI.1.4

Reading: Foundational Skills

RF.1.1.a, RF.1.4, RF.1.4.a, RF.1.4.b, RF.1.4.c

Writing

W.1.3, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening

SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language

L.1.1, L.1.1.b, L.1.1.c, L.1.1.f, L.1.1.j, L.1.2, L.1.2.a, L.1.2.c, L.1.2.d, L.1.4, L.1.5, L.1.5.d, L.1.6

Goals

Readers will identify describing words and phrases and key details in various texts. **RL.1.4**

Writers will use what they learn in literary and informational texts to create a narrative. Writers will use time order to sequence events. **W.1.3**

Learners will explore content to understand how to compare messages about the natural world in literary text with information about the natural world in nonfiction text.

Big Idea

Observations

Enduring Understandings

Readers understand that sensory details in a text can describe and that facts and details in a text can convey information. **RL.1.4; RI.1.2**

Writers understand that narrative texts are sequenced events that include a conclusion with some sense of closure. **W.1.3**

Learners will explore content to understand that observations of the natural world can tell us something about the human world.

Observing the Messages of the Natural World

MODULE B

PBA Description

Task: Question-and-Answer Book
Children will create a question-and-answer book that asks and answers questions about the planets or other elements of the solar system. Children will participate in shared research on their questions and use the anchor and supporting texts as well as other texts as research tools for their books.

Essential Questions

Readers: How do readers read to find answers to questions? **RI.1.5**
Writers: How do writers use facts and key details to answer questions about a topic? **W.1.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Our World in Space: Planets by Erin Dealy 480L
Supporting Text (Trade Book): Informational Text
The Sun by Martha E. H. Rustad 370L
Poetry
“Sun” by Nancy Elizabeth Wallace
“A Circle of Sun” by Rebecca Kai Dotlich

Standards Coverage

Reading: Informational Text
RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10
Reading: Foundational Skills
RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b
Writing
W.1.2, W.1.5, W.1.6, W.1.7, W.1.8
Speaking and Listening
SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.6
Language
L.1.1, L.1.1.b, L.1.1.c, L.1.1.d, L.1.1.e, L.1.1.i, L.1.2, L.1.2.a, L.1.2.b, L.1.2.d, L.1.4, L.1.4.c, L.1.6

Goals

Readers will use facts and details found in text features and multiple parts of an informational text to find answers to questions. **RI.1.5**
Writers will use research and experiences to write informational text. **W.1.2**
Learners will explore content to understand how to use observations and new learning to make predictions about the universe and its stars.

Big Idea

Observations

Enduring Understandings

Readers understand that facts, details, and features enable them to find answers to their questions. **RI.1.5**
Writers understand that research and experiences will enable them to provide answers and information to readers. **W.1.2**
Learners will explore content to understand that observation and prediction help us to discover the world.

Grade 1 Unit 6

Welcoming Diversity

MODULE A

PBA Description

Task: Book Review

In this unit, children read about real people and fictional characters who come to understand the challenges of immigration either by being immigrants, knowing immigrants, or witnessing the arrival of immigrants. Children will write a review of one of the texts they have read. They will select two lines from the text and, using illustrations and words, express the feelings the lines suggest and how those lines impact children's opinion of the text.

Essential Questions

Readers: How can readers learn life lessons from literary texts? **RL.1.2**

Writers: How do writers support an opinion? **W.1.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Emma's Poem by Linda Glaser AD790L

Supporting Text (Text Collection): Literary Text
A Picnic in October by Eve Bunting 310L

Poetry

"Statue of Liberty" by J. Patrick Lewis
"Lady Liberty" by Laura Purdie Salas

Standards Coverage

Reading: Literature

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.10

Reading: Informational Text

RI.1.1, RI.1.3, RI.1.4, RI.1.5, RI.1.8, RI.1.9, RI.1.10

Reading: Foundational Skills

RF.1.1.a, RF.1.4, RF.1.4.a, RF.1.4.b

Writing

W.1.1, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening

SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.4, SL.1.5, SL.1.6

Language

L.1.1, L.1.1.b, L.1.1.h, L.1.1.j

Goals

Readers will retell stories, including key information about characters, setting, and major events. Readers will demonstrate understanding of a story's central message or lesson. **R.L.1.2**

Writers will formulate an opinion and support it with good reasons and text evidence. **W.1.1**

Learners will explore content to understand American's rich diversity.

Big Idea

Diversity

Enduring Understandings

Readers understand that characters in stories can convey important life lessons. **RL.1.3**

Writers understand that valid opinions are supported by reasons. **W.1.1**

Learners explore content to understand that America is a strong country because of the diversity of its people.

Welcoming Diversity

MODULE B

PBA Description

Task: Opinion Piece

Children will think about the people they read about in this unit who moved to a new place. Using the T-chart created in Lesson 10, they will consider the rewards and challenges that people face when they move. Then children will imagine that their own family is considering moving to a new place and they have been asked to give their opinion. Would they like to move to a new place, or would they rather stay where they live now? Children will write their opinion about moving.

Essential Questions

Readers: How do readers use illustrations and key details to understand main ideas in informational texts? **RI.1.7**

Writers: How do writers use what they read to develop and support an opinion? **W.1.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Coming to America: The Story of Immigration by Betsy Maestro 890L

Supporting Text (Text Collection): Informational Text
L is for Liberty by Wendy Cheyette Lewison 560L

Poetry

“Happy Birthday to Us!” by Laura Purdie Salas
“Flag Music” by Laura Purdie Salas

Standards Coverage

Reading: Informational Text
RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10

Reading: Foundational Skills
RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b, RF.1.4.c.

Writing

W.1.1, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening

SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language

L.1.1, L.1.1.b, L.1.1.d, L.1.1.g, L.1.1.h, L.1.1.i, L.1.1.j, L.1.2.b, L.1.2.c, L.1.4., L.1.4.a, L.1.6

Goals

Readers will identify a main topic and retell key details using the text and illustrations. **RI.1.2**

Writers will formulate an opinion and support it with a reason and text evidence. **W.1.1**

Learners will explore content to appreciate the rich diversity of America and celebrate how it fosters understanding between cultures.

Big Idea

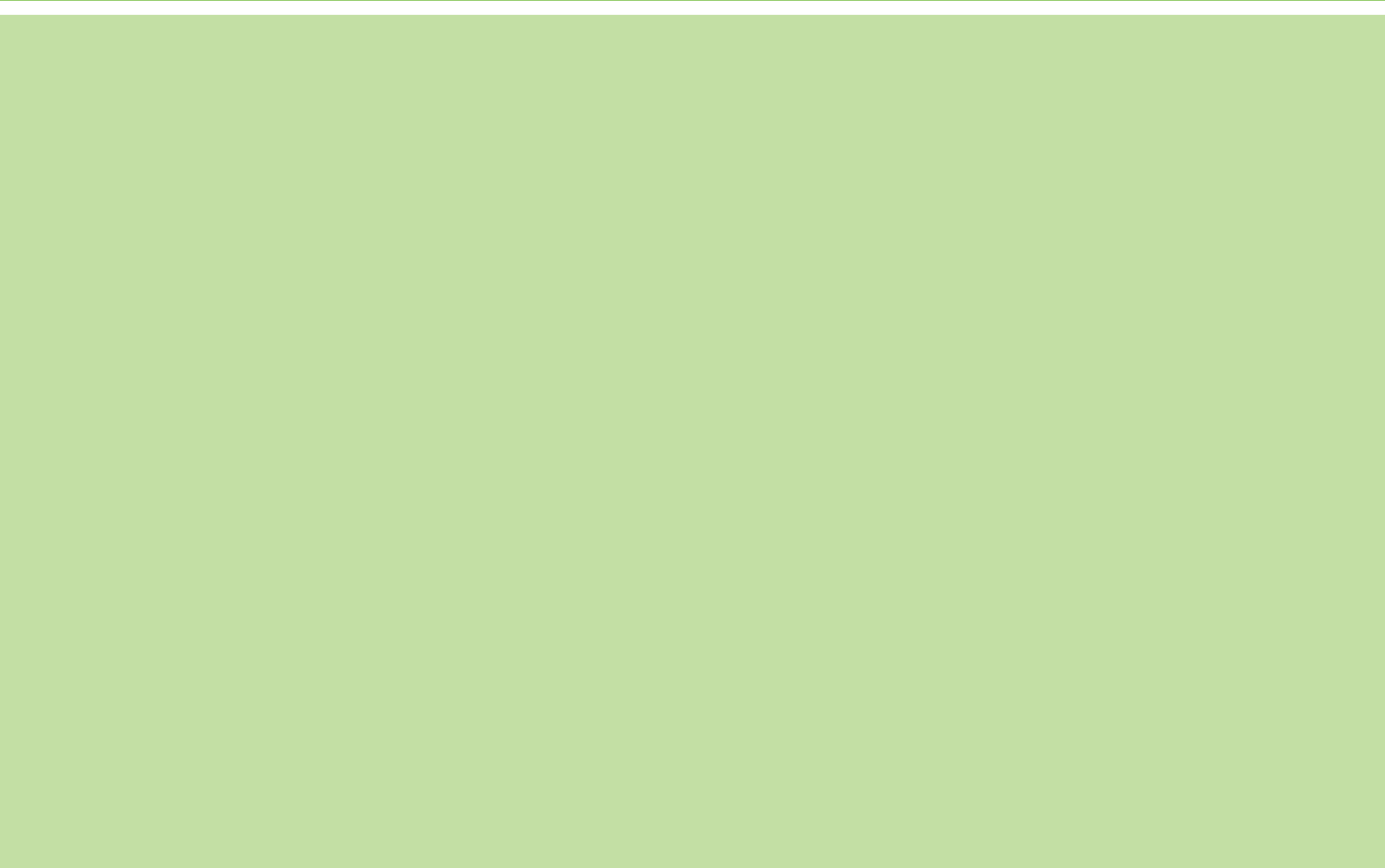
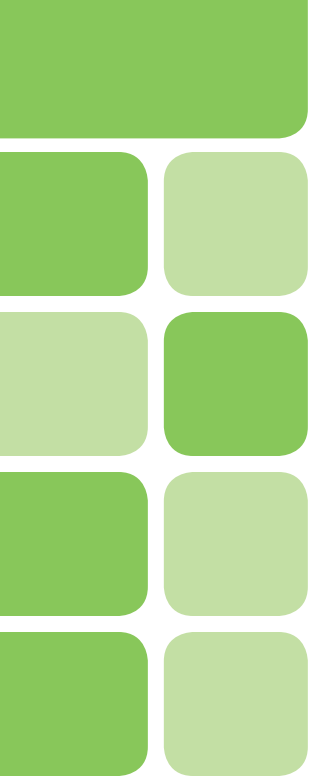
Diversity

Enduring Understandings

Readers understand that illustrations and details in the text help them identify main ideas about a topic. **RI.1.7**

Writers understand that valid opinions are supported by reasons. **W.1.1**

Learners explore content to understand challenges immigrants faced in America.



Common Core Correlations

Grade 1

Common Core Standards for English Language Arts

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READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.1.1 Ask and answer questions about key details in a text.

TG U1: 12–13, 16–17, 52–53, 56–57, 72–73, 76–77, 92–93, 122–123, 132–133
TG U2: 22–23, 32–33, 62–63, 66–67, 72–73, 82–83, 102–103, 112–113, 132–133
TG U3: 12–13, 32–33, 42–43, 52–53, 86–87, 92–93, 102–103, 132–133, 136–137
TG U4: 12–13, 22–23, 42–43, 52–53, 62–63, 92–93, 102–103, 122–123, 132–133
TG U5: 12–13, 16–17, 22–23, 32–33, 42–43, 52–53, 62–63, 66–67, 72–73, 122–123
TG U6: 62–63, 66–67, 72–73, 82–83, 86–87, 92–93, 112–113, 122–123, 132–133

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

TG U1: 15, 16–17, 45, 46–47, 95, 96–97, 108–109, 112, 115, 116–117, 125, 126–127
TG U2: 21, 28–31, 42, 102, 112, 125, 126, 132, 133, 134, 135
TG U3: 21, 52, 62, 67, 71, 75, 76–77, 85, 91, 95, 101, 115, 116–117, 121, 125
TG U4: 39, 72, 75, 76–77, 132, 133, 135, 136, 137
TG U5: 38–41, 45, 46–47, 75, 76–77
TG U6: 65, 92, 94, 95, 96–97, 102, 112, 115, 116–117, 235, 236–237

RL.1.3 Describe characters, settings, and major events in a story, using key details.

TG U1: 13, 23, 33, 36–37, 53, 63, 73, 83, 95, 103, 113, 123
TG U2: 13, 15, 35, 45, 95, 105, 135, 136
TG U3: 13, 15, 16, 17, 33, 35, 36, 37, 45, 46, 47, 65, 95, 96, 97
TG U4: 15, 16–17, 35, 36–37, 38, 65, 66–67, 85, 86–87, 125, 126–127
TG U5: 13, 15, 16–17, 23, 25, 26–27, 43, 45, 46–47, 53, 55, 56–57, 63, 65, 66–67
TG U6: 13, 15, 16–17, 23, 53, 63, 64, 66–67, 73, 83, 85, 86–87, 93, 103, 106–107, 113, 133

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

TG U1: 23, 24, 25, 26–27, 38–39, 40, 43, 54, 55, 56–57, 63, 77, 85, 86–87, 103, 105, 115
TG U2: 38, 61, 66, 75, 76–77
TG U3: 13, 22, 23, 25, 26–27, 55, 56–57, 85, 86–87, 103
TG U4: 45, 46–47, 56, 73, 103, 107, 113
TG U5: 15, 25, 42, 52, 55, 56–57, 62, 65, 66–67, 69, 70, 72
TG U6: 63, 75, 76–77, 83, 102–103, 104–105, 106–107, 113, 123, 124–125, 126–127



Common Core Standards
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Craft and Structure *continued*

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

TG U1: 22, 132, 135, 137, 162, 163, 172, 173, 203, 254, 262

TG U2: 135, 170

TG U5: 13, 105, 106, 107, 122, 132, 133, 135, 136, 137

RL.1.6 Identify who is telling the story at various points in a text.

TG U3: 112

TG U4: 13, 15, 17, 22, 53, 55, 56, 57, 63

TG U6: 63, 65, 66

Integration of Knowledge and Ideas

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

TG U1: 13, 16–17, 33, 53, 63, 73, 76–77, 83, 86–87, 95, 103, 106–107, 113, 123

TG U2: 23, 25, 35, 36–37, 43, 45, 75, 92, 95, 103, 107, 132, 136

TG U3: 35, 36–37, 38, 43, 45, 46–47, 52, 53, 56–57, 63, 67, 85, 95, 107, 122, 132, 133

TG U4: 13, 15, 16–17, 23, 25, 33, 43, 53, 65, 73, 83, 93, 103, 113, 123

TG U5: 13, 15, 16–17, 33, 43, 45, 46–47, 55, 56–57, 63, 65, 66–67, 73

TG U6: 63, 65, 66–67, 73, 74–75, 76–77, 82–83, 85, 86–87, 93, 95, 96–97, 103, 113

RL.1.8 (Not applicable to literature)

Not applicable according to the Common Core Standards for English Language Arts

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

TG U1: 62, 65, 66–67, 107, 127

TG U2: 27, 107, 135

TG U3: 63, 122–123, 124–125, 126, 127, 137

TG U4: 122–123, 124, 125, 126, 127, 135, 136

TG U5: 35

Range of Reading and Level of Text Complexity

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

TG U1: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135

TG U2: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135

TG U3: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135

TG U4: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135

TG U5: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135

TG U6: 65, 75, 76, 85, 95, 96, 102, 105, 115, 125, 126, 135

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.1.1 Ask and answer questions about key details in a text.

TG U1: 162–163, 165, 166–167, 172–173, 182–183, 185, 186–187, 192–193, 212–213, 215, 216–217, 265, 266–267
TG U2: 162–163, 166–167, 182–183, 186–187, 192–193, 202–203, 212–213, 222–223
TG U3: 162–163, 172–173, 182–183, 212–213, 216–217, 222–223, 242–243, 246–247
TG U4: 162–163, 192–193, 202–203, 212–213, 216–217, 222–223, 242–243, 256–257
TG U5: 82, 85, 86–87, 92, 95, 96–97, 102, 115, 116–117, 165, 166–167, 195, 196–197
TG U6: 12–13, 16–17, 42–43, 52–53, 56–57, 122–123, 132–133, 192–193, 206–207, 212–213, 216–217, 236–237, 262–263, 266–267

RI.1.2 Identify the main topic and retell key details of a text.

TG U1: 192–193, 194–195, 196–197, 202, 203, 204, 205, 206–207, 252, 253, 254, 255, 256–257
TG U2: 163, 165, 166–167, 173, 183, 193, 213, 273, 275, 276, 277
TG U3: 162, 163, 165, 166, 167, 168, 175, 185, 186, 202, 206, 207, 215, 222, 223, 245, 252, 255, 256, 257, 262, 275, 276, 277
TG U4: 173, 182, 183, 185, 192, 193, 202, 215, 272
TG U5: 83, 93, 95, 103, 113, 123, 163, 165, 173, 175, 176–177, 193, 195, 225, 226–227, 233, 263, 264, 266–267
TG U6: 165, 166–167, 233, 235, 236–237

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

TG U1: 163, 173, 183, 193, 203, 213, 233, 243, 253, 263
TG U2: 163, 173, 185, 193, 213, 223, 245, 273
TG U3: 163, 173, 183, 193, 195, 203, 212, 213, 223, 232, 233, 234, 236, 237, 243, 253, 263
TG U4: 163, 164, 172, 173, 182, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273
TG U5: 115, 116–117, 173, 183, 190, 193, 203, 213, 223, 233, 243, 253, 273
TG U6: 13, 15, 16–17, 33, 35, 36–37, 53, 55, 56–57, 203, 205, 206–207, 223, 225, 226–227, 255, 256–257



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Craft and Structure

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

TG U1: 163, 166–167, 173, 183, 203, 223, 233, 253, 263, 273, 276–277
TG U2: 164, 174, 184, 194, 203, 204, 213, 214, 223, 224, 234, 244, 253, 254, 264, 274
TG U3: 163, 173, 183, 193, 213, 225, 226, 227, 233, 243, 253, 273
TG U4: 163, 165, 166, 167, 173, 181, 183, 213, 243, 245, 246, 247, 263, 273
TG U5: 83, 93, 103, 113, 163, 183, 203, 213, 223, 233, 243, 253
TG U6: 13, 15, 22, 23, 25, 26–27, 33, 35, 42, 43, 45, 46–47, 53, 163, 173, 175, 183, 193, 203, 205, 206–207, 213, 223, 233, 243, 245, 246–247

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

TG U1: 172, 173, 174, 175, 176, 177, 178, 179, 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227
TG U2: 173, 179, 185, 205, 206–207, 256–257, 277
TG U3: 168, 170, 175, 176, 177, 195, 196, 197, 222, 223, 225, 226, 227, 233
TG U4: 172, 173, 175, 176, 177, 193, 195, 196, 197, 263, 265, 266, 267, 278
TG U5: 163, 165, 166–167, 173, 178, 180, 183, 184, 185, 186–187, 193, 194, 195, 203, 205, 206–207, 242, 243, 245, 246–247, 253, 255, 256–257, 275, 276–277
TG U6: 46, 222

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

TG U1: 193, 235, 275, 277
TG U2: 173, 174
TG U3: 203, 253, 263, 273
TG U4: 183, 193, 203, 223, 233, 235, 236–237, 238, 243
TG U5: 173, 175, 176–177, 213, 215, 216–217
TG U6: 193, 195, 196–197, 265, 266–267

Integration of Knowledge and Ideas

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

TG U1: 163, 173, 183, 193, 256–257, 273, 275, 276–277
TG U2: 163, 164, 167, 172, 173, 174, 175, 182, 183, 186, 192, 193, 202, 203, 204, 205, 206, 212, 213, 214, 215, 216, 217, 227, 263, 273
TG U3: 173, 183, 193, 203, 213, 223, 233, 243, 253, 255, 256, 257, 273
TG U4: 183, 185, 186, 187, 193, 213, 215, 216, 217, 223, 235, 236, 237
TG U5: 163, 173, 175, 193, 203, 213, 223, 233, 235, 236, 243
TG U6: 163, 165, 166–167, 173, 175, 176–177, 183, 193, 203, 233, 235, 236–237, 263

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Integration of Knowledge and Ideas *continued*

RI.1.8 Identify the reasons an author gives to support points in a text.

TG U2: 263
TG U3: 185, 186, 187, 193, 202, 208, 212, 222, 223, 232, 233, 242, 243, 245, 246, 247, 275, 276, 277
TG U4: 230, 231
TG U6: 33, 53, 183, 185, 186–187, 215, 216–217

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

TG U1: 242, 243, 245, 246–247
TG U2: 192–193, 194–195, 196–197, 246–247
TG U3: 205, 206, 207, 212, 213
TG U4: 222, 223, 224, 225, 226, 227, 272, 273, 274, 275, 277
TG U5: 262, 263, 264, 265, 266–267, 272, 273, 274–275, 276–277
TG U6: 132, 133, 135, 136–137, 252, 253, 262, 263, 264, 265, 266–267, 272, 273, 274, 275, 276–277

Range of Reading and Level of Text Complexity

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

TG U1: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276
TG U2: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276
TG U3: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276
TG U4: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276
TG U5: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276
TG U6: 15, 25, 35, 45, 55, 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.

TG Phonics: 13, 19, 25, 31, 50, 53, 67, 74, 81, 94, 111, 118, 129, 141, 148, 169, 185, 192, 213, 236, 243, 264

RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

TG U1: 19, 21, 29, 109, 129, 239, 249
TG U2: 33, 63, 83, 269, 271
TG U3: 128, 278, 279
TG U4: 120, 249, 259, 261, 285
TG U5: 19, 29, 39, 41, 49, 51, 269, 279
TG U6: 29, 128, 249
TG Phonics: 13, 19, 31, 50, 53, 74, 81, 88, 104, 111, 129, 141, 155, 185, 192, 199, 213, 229, 236, 243, 250, 257, 264



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Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	TG Phonics: 45, 55, 61, 76, 83, 98, 102, 106, 112, 119, 133, 136, 142, 143, 149, 150, 156, 163, 164, 177, 180, 186, 194, 200, 204, 213, 234, 238, 248, 251
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	TG Phonics: 99, 106, 113, 120, 130, 136
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TG Phonics: 12, 24, 30, 42, 52, 59, 66, 73, 79, 80, 81, 86, 87, 88, 191, 211, 213, 228, 235, 242, 249, 256, 263
RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TG Phonics: 10, 16, 23, 24, 30, 40, 48, 51, 69, 72, 73, 76, 87, 90, 102, 124, 134, 140, 161, 205, 211, 242, 263, 266
RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TG Phonics: 11, 35, 42, 48, 51, 58, 76, 79, 83, 99, 102, 106, 109, 113, 167, 171, 218, 227, 234, 238, 245, 252, 255, 259
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	TG Phonics: 46, 70, 77, 84, 96, 100, 117, 121, 124, 128, 131, 134, 175, 188, 195, 198, 204, 211, 216, 240, 259, 263, 265
RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.	TG Phonics: 51, 53, 92, 93, 94, 109, 111
RF.1.3.b Decode regularly spelled one-syllable words.	TG Phonics: 20, 37, 43, 53, 60, 67, 71, 84, 94, 100, 107, 114, 121, 125, 131, 144, 151, 165, 168, 181, 192, 209, 217, 239
RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	TG Phonics: 99, 100, 108, 110, 115, 122, 123, 124, 136, 137, 138, 140, 146, 147, 196, 201, 202, 209, 210, 216, 217, 219
RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TG Phonics: 139, 146, 157, 187, 204, 241, 248, 253, 260
RF.1.3.e Decode two syllable words following basic patterns by breaking the words into syllables.	TG Phonics: 139, 141, 148, 153, 187, 188, 199, 206, 224, 226, 230, 239, 241, 243, 246, 250, 255, 257, 260, 262
RF.1.3.f Read words with inflectional endings.	TG Phonics: 65, 69, 70, 72, 90, 127, 128, 129, 132, 134, 157, 158, 160, 161, 162, 173, 178, 187, 188, 204, 222, 253, 254

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Phonics and Word Recognition *continued*

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

TG Phonics: 44, 52, 63, 77, 80, 96, 100, 117, 128, 131, 140, 144, 158, 165, 168, 172, 198, 209, 216, 228, 235, 239, 266

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

TG U1: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U2: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U3: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U4: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U5: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U6: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

RF.1.4.a Read grade-level text with purpose and understanding.

TG U1: 226–227, 246–247
TG U2: 226–227
TG U4: 26–27, 46–47, 76–77, 96–97, 126–127, 176–177, 196–197, 246–247, 276–277
TG U5: 26–27, 46–47, 76–77, 96–97, 126–127, 276–277
TG U6: 26–27, 46–47, 76–77, 96–97, 126–127, 176–177, 196–197

RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

TG U1: 26, 46, 66, 96, 126, 176, 196, 226, 246, 276
TG U2: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U3: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U4: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U5: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276
TG U6: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TG U3: 53
TG U4: 165, 167, 193, 245, 246, 247
TG U5: 13
TG U6: 245, 246–247

WRITING STANDARDS

Text Types and Purposes

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

TG U1: 68–69, 70–71, 248–249, 250–251
TG U2: 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 142–149, 218–221
TG U3: 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 248–251, 258–261, 268–271, 278–281, 282–289
TG U4: 228–231, 278–281
TG U5: 108–111, 278–281
TG U6: 38–41, 48–51, 58–61, 68–71, 78–81, 98–101, 118–121, 128–131, 146–149, 188–191, 208–211, 218–221, 238–241, 248–251, 258–261, 268–271, 278–281, 282–289

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Text Types and Purposes *continued*

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

TG U1: 168–169, 178–179, 188–189, 190–191, 208–209, 220–221, 230–231, 258–259, 268–269, 280–281

TG U2: 168–171, 178–181, 188–191, 198–201, 208–211, 228–231, 238–241, 248–251, 258–261, 268–271, 278–281, 282–289

TG U3: 168–171, 178–181

TG U4: 168–171, 179–181, 189–191, 198–201, 208–211, 218–221, 238–241, 248–251, 258–261, 278–281, 282–289

TG U5: 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 248–251, 258–261, 268–271, 282–289

TG U6: 18–21, 28–31, 168–171, 178–181

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

TG U1: 18–19, 28–29, 40–41, 50–51, 78–79, 90–91, 108–109, 110–111, 120–121, 130–131, 142–149

TG U2: 18–21, 28–31

TG U3: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 142–149

TG U4: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 88–91, 98–101, 108–111, 118–121, 128–131, 128–131, 138–141, 142–149

TG U5: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 118–121, 128–131, 138–141, 142–149

W.1.4 (Begins in grade 3)

Not applicable according to the Common Core Standards for English Language Arts

Production and Distribution of Writing

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

TG U1: 128–129, 130–131, 145, 278–279, 280–281

TG U2: 138–139, 140, 268–269, 270–271

TG U3: 128–131, 138–139, 268–271

TG U4: 100–101, 110–111, 120–121, 260–261, 280–281, 283

TG U5: 118–119, 131, 248–249, 259, 269, 279

TG U6: 108–111, 118–121, 128–131, 138–141, 240–241

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

TG U1: 21, 41, 51, 61, 81, 101, 121, 131, 171, 201, 231, 241, 261, 271, 281

TG U2: 31, 71, 91, 111, 141, 181, 191, 201, 211, 221, 231, 241, 251, 261, 271

TG U3: 21, 41, 51, 61, 81, 91, 101, 121, 131, 171, 201, 231, 241, 261, 271, 281

TG U4: 31, 71, 91, 111, 141, 181, 191, 201, 211, 221, 231, 241, 251, 261, 271

TG U5: 21, 41, 51, 61, 81, 91, 101, 121, 131, 171, 201, 231, 241, 261, 271, 281

TG U6: 31, 71, 91, 111, 141, 181, 191, 201, 211, 221, 231, 241, 251, 261, 271

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Research to Build and Present Knowledge

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

TG U1: 260–261, 270–271, 280–281

TG U2: 70–71, 100–101, 110–111, 120–121, 130–131, 140–141, 230–231, 240–241, 260–261, 270–271, 280–281

TG U3: 70–71, 80–81

TG U4: 20–21, 30–31, 40–41, 50–51, 70–71, 80–81, 90–91, 100–101, 110–111, 120–121, 270–271

TG U5: 20–21, 30–31, 40–41, 50–51, 60–61, 70–71, 80–81, 90–91, 100–101, 110–111, 120–121, 130–131, 140–141, 170–171, 180–181, 190–191, 200–201, 220–221, 230–231, 282–289

TG U6: 20–21, 30–31, 40–41, 50–51, 60–61, 130–131, 140–141, 170–171, 180–181, 190–191, 210–211, 220–221, 230–231, 240–241, 250–251, 260–261

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

TG U1: 220–221, 230–231, 240–241, 250–251, 260–261, 270–271

TG U2: 220–221, 250–251, 282–289

TG U3: 90–91, 100–101, 170–171, 178–179, 240–241

TG U4: 268–269, 270–271, 280–281

TG U5: 120–121, 170–171, 200–201, 220–221, 230–231

TG U6: 20–21, 180–181, 200–201

W.1.9 (Begins in grade 4)

Not applicable according to the Common Core Standards for English Language Arts

Range of Writing

W.1.10 (Begins in grade 3)

Not applicable according to the Common Core Standards for English Language Arts

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274

TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274

TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274

TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274

TG U5: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 174, 184, 194, 204, 214, 234, 244

TG U6: 14, 24, 44, 64, 84, 104, 114, 134, 174, 194, 214, 234, 254, 264, 274



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Comprehension and Collaboration *continued*

SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

TG U1: 14, 24, 94, 104, 114, 164, 174
TG U2: 14, 24, 74, 84, 104, 114, 234
TG U3: 54, 64, 164, 174, 254
TG U4: 54, 104, 114, 204, 214, 224, 234, 244, 254, 274
TG U5: 34, 104, 124, 134, 244, 274
TG U6: 14, 54, 104, 184, 254, 274

SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

TG U1: 74, 244, 254
TG U2: 214
TG U3: 64, 134, 224, 234, 244
TG U4: 14, 24, 54, 74, 164, 174
TG U5: 14, 34
TG U6: 184, 204, 274

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

TG U1: 92, 124, 134, 264, 272, 274
TG U2: 14, 24, 74, 104, 204, 214
TG U3: 54, 64, 74, 84, 104, 114
TG U4: 64, 74, 84
TG U5: 14, 44, 84, 164, 174, 274
TG U6: 24, 64, 104, 274

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

TG U1: 12, 32, 52, 62, 82, 102, 112, 132, 162, 182, 202, 222, 232, 252, 262, 272
TG U2: 22, 42, 62, 72, 92, 102, 122, 162, 172, 182, 192, 202, 212, 232, 252, 262
TG U3: 12, 32, 52, 62, 82, 102, 112, 132, 162, 182, 202, 222, 232, 252, 262, 272
TG U4: 22, 42, 62, 72, 92, 102, 122, 162, 172, 182, 192, 202, 212, 232, 252, 262
TG U5: 12, 32, 52, 62, 82, 102, 112, 132, 162, 182, 202, 222, 232, 252, 262, 272
TG U6: 22, 42, 62, 72, 92, 102, 122, 162, 172, 182, 192, 202, 212, 232, 252, 262

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

TG U1: 134, 264, 274
TG U2: 24, 74, 104
TG U3: 14, 24, 64, 74, 84, 104
TG U4: 204, 234, 244
TG U5: 14, 164, 174, 184, 234
TG U6: 174, 274

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Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

TG U1: 112, 234
TG U2: 35, 96, 97, 106, 107, 109, 122, 135, 136
TG U3: 24, 34, 35, 44, 45, 52, 54, 56, 57, 64, 65, 67, 78, 107, 122, 132, 135, 136, 137, 257, 267
TG U5: 24, 34, 66–67, 77, 97, 105, 106, 114, 115, 116, 124, 254, 274
TG U6: 84, 104, 224, 234, 264

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

TG U1: 15, 16, 45, 46, 61, 91, 95, 97, 101, 115, 116, 125, 126, 205, 206, 246, 256, 277
TG U2: 135, 136
TG U3: 15, 16–17, 35, 36–37, 45, 46–47, 65, 66–67, 95, 96–97, 125, 126–127, 135, 136–137, 215, 216–217
TG U4: 15, 16–17, 135, 165, 166–167, 185, 186–187, 205, 206–207, 215, 216–217
TG U5: 15, 16–17, 20, 25, 27, 31, 37, 45, 47, 57
TG U6: 15, 16–17, 65, 66–67, 127, 146, 166–167, 197, 255, 256, 267

SL.1.6 Produce complete sentences when appropriate to task and situation.

TG U1: 14, 34, 54, 74, 94, 114, 134, 164, 184, 201, 224, 244, 264
TG U2: 44, 134, 135, 136, 194, 224
TG U4: 66, 201, 209, 219, 230, 279
TG U5: 74, 104, 134, 224
TG U6: 44, 54, 74, 104, 254, 264

LANGUAGE STANDARDS

Conventions of Standard English

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TG U1: 19, 29, 49, 59, 103, 109, 129, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279
TG U2: 19, 29, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 169, 179, 189, 199, 209, 219, 229, 239, 249
TG U3: 19, 29, 49, 59, 103, 109, 129, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279
TG U4: 19, 29, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 169, 179, 189, 199, 209, 219, 229, 239, 249
TG U5: 19, 29, 49, 59, 103, 109, 129, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279
TG U6: 19, 29, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 169, 179, 189, 199, 209, 219, 229, 239, 249

L.1.1.a Print all upper- and lowercase letters.

TG U1: 19, 21, 29, 31, 39, 41

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Conventions of Standard English *continued***L.1.1.b** Use common, proper, and possessive nouns.

TG U1: 179, 189, 191, 211
TG U2: 39, 41, 179, 189, 249, 259, 278, 279
TG U3: 49, 239, 269, 271, 278
TG U4: 69
TG U5: 59, 69, 79, 189, 209
TG U6: 49, 79, 81, 119, 121, 259, 261

L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

TG U1: 169, 171, 219, 229, 231, 269
TG U2: 29, 239
TG U3: 19, 49, 59, 189, 199, 229
TG U4: 49, 51, 199, 239, 285
TG U5: 249, 259

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

TG U2: 89, 91, 99, 101, 119, 121, 129, 131, 189, 191, 199
TG U3: 19, 29, 89, 209
TG U4: 29, 119, 129, 139
TG U5: 217
TG U6: 269, 271

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

TG U2: 29, 79, 81, 169
TG U3: 119, 219, 279
TG U4: 19, 39, 59, 89, 99, 109, 209, 219
TG U5: 249, 259

L.1.1.f Use frequently occurring adjectives.

TG U2: 59, 67, 109, 111, 209
TG U3: 39, 93, 199
TG U5: 109, 139

L.1.1.g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

TG U2: 139
TG U3: 59, 69, 128
TG U6: 209, 211, 219, 221

L.1.1.h Use determiners (e.g., articles, demonstratives).

TG U2: 279
TG U3: 139, 141
TG U6: 59, 61, 99, 101, 139, 141, 169, 171, 179, 181

L.1.1.i Use frequently occurring prepositions (e.g., *during, beyond, toward*).

TG U2: 219, 229
TG U4: 279
TG U5: 263
TG U6: 229, 231

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

TG U1: 129
TG U3: 69
TG U4: 249
TG U5: 19, 29, 39, 49
TG U6: 29, 89, 91, 109, 111, 189, 191, 239, 241

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Conventions of Standard English *continued*

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TG U1: 119, 121, 130, 131, 139, 141, 180, 191, 201, 239, 249, 251, 278, 281, 286
TG U2: 118, 128, 138–139, 141, 145, 249, 278
TG U3: 129, 269, 278, 279, 289
TG U4: 69, 71, 79, 81, 118, 120, 249, 259
TG U5: 89, 119, 121, 131, 201, 209, 211, 269, 270, 279, 281
TG U6: 29, 110, 145

L.1.2.a Capitalize dates and names of people.

TG U1: 189
TG U2: 39, 41, 259, 269
TG U4: 69, 79, 278, 279
TG U5: 119, 121, 209
TG U6: 69, 71

L.1.2.b Use end punctuation for sentences.

TG U1: 89, 91, 99, 101, 109, 111, 121, 130, 131, 139, 141, 239, 249, 251, 278, 281, 282, 286
TG U2: 139, 269, 271, 279
TG U4: 249, 259, 269
TG U5: 199, 269, 270, 279
TG U6: 249, 251, 279, 281

L.1.2.c Use commas in dates and to separate single words in a series.

TG U2: 19, 21, 69
TG U3: 109
TG U5: 119
TG U6: 39, 69, 199, 201, 259, 261

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

TG U1: 278, 281
TG U3: 129, 131, 259, 261, 278, 279, 284
TG U4: 61, 109
TG U5: 89, 99, 129, 169, 171, 179, 219, 229, 239, 269
TG U6: 19, 129

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

TG U1: 49, 51, 59, 61, 69, 71

Knowledge of Language

L.1.3 (Begins in grade 2)

Not applicable according to the Common Core Standards for English Language Arts



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Vocabulary Acquisition and Use	
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	<p>TG U1: 13, 23, 33, 43, 63, 83, 93, 123, 133, 163, 183, 203, 223, 233, 253</p> <p>TG U2: 33, 43, 63, 73, 83, 103, 113, 123, 133, 173, 183, 193, 213, 223, 233, 243</p> <p>TG U3: 13, 23, 33, 53, 63, 83, 103, 123, 163, 183, 193, 213, 233, 243, 253, 273</p> <p>TG U4: 23, 43, 83, 93, 103, 113, 123, 133, 163, 173, 183, 243, 263, 273</p> <p>TG U5: 13, 23, 33, 43, 53, 63, 83, 93, 103, 113, 163, 183, 203, 213, 223, 243, 253</p> <p>TG U6: 23, 43, 53, 63, 73, 93, 103, 113, 163, 183, 193, 203, 213, 223, 233, 243</p>
L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TG U1: 13, 43, 56, 73</p> <p>TG U2: 85, 203, 213</p> <p>TG U3: 53</p> <p>TG U4: 165, 167, 193, 245, 246, 247</p> <p>TG U6: 245, 246–247</p>
L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.	TG Phonics: 231, 232, 233, 255, 257, 258, 262, 264
L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	<p>TG U2: 29, 31, 79, 81</p> <p>TG U3: 119, 121</p> <p>TG U4: 59, 89</p> <p>TG U5: 259</p> <p>TG Phonics: 73, 127, 157, 158, 171, 172, 173</p>
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<p>TG U1: 23, 25, 27</p> <p>TG U2: 95, 103, 113</p> <p>TG U3: 25, 26–27, 103</p> <p>TG U4: 45</p> <p>TG U5: 23</p>
L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<p>TG U1: 55, 56, 57</p> <p>TG U3: 271</p> <p>TG U4: 205</p> <p>TG Phonics: 21, 27, 39, 61, 67, 75, 89, 98, 105, 112, 119, 126, 133, 142, 149, 159, 163, 170, 177, 186, 193, 200, 207, 214, 221, 230, 237, 244, 258, 265</p>
L.1.5.b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a tiger is a large cat with stripes).	TG U1: 55, 56, 57

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Vocabulary Acquisition and Use *continued*

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

TG U1: 56, 117
TG U3: 167

L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

TG U1: 73, 75, 76, 77, 93
TG U2: 55, 56, 57, 95, 97
TG U3: 23, 25, 27
TG U4: 45
TG Phonics: 45

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

TG U1: 14, 34, 44, 74, 94, 104, 134, 154, 184, 214, 234, 254, 274
TG U2: 24, 54, 64, 84, 94, 104, 164, 174, 194, 234, 264
TG U3: 14, 34, 54, 64, 84, 104, 124, 164, 184, 194, 214, 234, 254
TG U4: 24, 44, 64, 74, 94, 114, 134, 154, 174, 204, 224, 234, 264
TG U5: 14, 34, 64, 114, 154, 174, 214, 224, 234, 244, 264, 274
TG U6: 24, 54, 74, 94, 104, 124, 134, 154, 174, 194, 204, 234, 244, 264

Acknowledgments

Photographs

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